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ABSTRACT

A project surveyed the instructional materials development needs of the less commonly taught languages (LCTLs) language teaching community. The national survey in 1992 covered 82 languages and surveyed approximately 1,000 language course instructors and program directors at national resource centers and universities in the United States receiving graduate fellowships under the Foreign Language and Area Studies program. The questionnaire solicited information on language courses taught at each institution and the instructional materials used for these courses. The results of these queries comprise the bulk of this report. Each language was assigned to one of eight world areas: East Asia (e.g., Chinese, Japanese); Eastern Europe and the Former Soviet Union (e.g., Albanian, Greek); Latin America and Caribbean America and the Caribbean (e.g., Haitian Creole, Portuguese); Middle East and North Africa (e.g., Arabic, Hebrew); Northern Europe and Catalonia (e.g., Catalan, Danish); South Asia (e.g., Bengali, Hindi/Urdu); Southeast Asia and Pacific Islands (e.g., Burmese, Tagalog); and Sub-Saharan Africa (e.g., Acholi, Yoruba). Each world area report is introduced by a review briefly describing the status of languages in the world area. Each review is followed by individual reports on each language in that area; the descriptions vary in length from 5-15 pages. Language reports include the materials currently in use (textbooks, audiotapes, videotapes, computer courseware) arranged by level and the materials needed for each level. The four appendixes include a list of languages by world area, the language course report form, the program director questionnaire and a list of the participating institutions and reviewers of the reports. (VWL)

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ED 366 203

A Survey of Materials Development Needs in the Less Commonly Taught Languages

Final Report

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Washington, DC
December, 1993

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Center for Applied Linguistics through support provided by
the National Foreign Language Resource Center

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Acknowledgements

No project of this magnitude could be done in a reasonable amount of time without the assistance of many people. In the case of this project, over a dozen CAL staff and consultants were involved. All of their efforts and dedication cannot be described here. However, the information that follows will help give credit where credit is due.

Charles W. Stansfield, the project director, was involved in the conceptualization, personnel management, and frequent decision making that a complex project entails. He also reviewed and edited drafts of individual language reports.

Ann Galloway was the lead worker on the project from August 1992 through September 1993. She drafted or edited the majority of the individual language reports, and supervised part-time and temporary staff in the preparation and revision of reports, and the procedure used to obtain the individual language report reviews and world area reviews.

Keller Magenau worked on the project on a full or part time basis for five months during 1993. During this period, she drafted language reports and edited others. She also communicated with professors in the field in an effort to obtain additional respondents in the uncommonly taught languages.

Adam Phillips worked on the project on full time basis between June and October 1993. During this period he edited many language reports and recruited the authors of world area reports, with whom he communicated often regarding their task. Adam also assisted in checking the many incomplete bibliographic entries cited by respondents.

Joyce Hutchins worked on the project on a part time basis during the Fall of 1993. During this period she checked at the library of Congress on the many incomplete bibliographic entries cited by respondents. When the information was not available at the Library of Congress, she communicated with the respondents or with others in the field in order to obtain complete bibliographic information.

Andrea Mola worked on the project on a part-time basis from February to July 1992. She worked on the questions for a draft questionnaire, mailed out the questionnaire, and key entered most of the responses into the project database.

John Clark worked on the project between February and May 1992. He worked on questions for a draft questionnaire, mailed out the questionnaire and key entered some responses into the project database.

Meg Malone worked on the project on a part time basis during March 1992. She drafted questions for the questionnaire.

Richard Thompson, Associate Director of the National Foreign Language Resource Center at Georgetown University, gave helpful advice and guidance throughout the project. He was particularly involved in the design of the questionnaire and assisted in project management during the Summer of 1992.

Dora Johnson participated in the design of the questionnaire during the Winter of 1992 and in project management during the Spring and Summer of 1992.

Nell Hyman helped edit and revise many of the individual language reports from December 1992 through June 1993. She contacted many of the reviewers for the individual language reports.

Lisa Pinson was a great help with the revision process of the language reports which took place during the Winter of 1992 and the Spring of 1993.

Debra Graham worked as a consultant on the project during the Fall of 1992. During this period she focused on editing and the layout of the language reports that make up the individual chapters of this study.

A large number of individuals in the field reviewed and commented on a draft individual language report prepared by CAL staff. We appreciate their willingness to assist us in this way, without financial compensation.

We are indeed grateful to the many professors who completed the language course reports, and provided us with important insight from their individual perspectives. We also wish to thank the many directors of national language resource centers at universities throughout the country who not only completed the program director's questionnaire, but also took charge of distributing the language course questionnaires at their respective institutions.

Charles W. Stansfield
Ann Galloway

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Introduction to the Survey

This project was conducted to meet the needs of the language teaching community, particularly that part of the community that is interested in the less commonly taught languages (LCTLs). This includes not only teachers and textbook publishers, but particular funding agencies, such as the Center for International Education of the US Department of Education. This office operates the International Research and Studies Program which annually devotes about 1.5 million dollars to research and materials development in the LCTLs. Because of the large number of languages which must be addressed with this meager sum, and because of the enormous needs for contemporary instructional materials within and across these languages, we decided to devote funds from the National Foreign Language Resource Center at the Center for Applied Linguistics to conduct a survey of instructional materials development needs in the LCTLs. This monograph report is the final report of that survey.

A national survey of this nature covering 82 languages is an enormous project to say the least. Because no one individual or organization would have expertise in the teaching of all of these languages, we went to great lengths to involve as many people in the field as possible in the design and conduct of the study and in the preparation of the final report. In all, approximately 1,000 professors of LCTLs participated in the study, including over 100 who reviewed sections of the final report. Coordination and communications with such a large group was an enormous task.

Limitations

Because of the enormity of the project, the study was designed with certain limitations in mind. Indeed, limitations were essential, for a more ambitious study might never have been completed. These limitations, however, must be considered when interpreting the information included in each language report of this study. Otherwise, potentially incorrect conclusions could be drawn. It is appropriate, therefore, to review these limitations in this Introduction.

Sampling. The population of potential respondents to this study consisted of all directors of Title VI funded Language Resource Centers (LRCs) and directors of Foreign Languages and Areas Studies (FLAS) programs at US universities. Each director was sent a program director's questionnaire and multiple copies of the language course report (LCR) for distribution to the teacher of each course taught in each language within his or her center or program. A sample of this nature will include the principal LCTLs taught, with the exception of Amerindian languages (although it would include Quechua). It would not include the commonly taught languages, or languages which the US government is not actively supporting through it LRC and FLAS grant programs. Similarly, it does not include teachers at the elementary or secondary levels, teachers in adult education programs or weekend ethnic schools. Ultimately, it does not include the majority of the teachers for a good number of these languages. For instance, languages such as Chinese, Japanese and Portuguese are widely taught at American colleges and universities, and our sample clearly consists of a small subset of this group. Indeed, our sample focuses on the largest and most important prestigious universities in the US. The representativeness of the sample and the generalizability of the results will vary by language. This should be taken into account when interpreting the results.

Bibliography. When compiling our bibliography, we worked to verify the accuracy of bibliographical listings and to ensure that each is complete. We began by searching the CAL LCTL database which has been maintained by Dora Johnson for many years. The remaining references were checked by contacting professors that had listed those texts, as well as contacting publishers, bookstores and libraries. However, because verification of some references was simply not possible, the reader will note that there are a couple of bibliographic citations that are incomplete. We decided to include the references with partial bibliographic information in hopes that they will be of some use. Any corrections or comments would be appreciated and may be addressed to the Less Commonly Taught Languages Project, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC, 20037.

The report does not include every piece of instructional material (textbooks, audiotapes, etc.) that was included on the LCRs. Originally, we planned to list these in an appendix. However, the size of the appendix would have made it cumbersome to use. Furthermore, reviewers of the individual language reports indicated that this information should be incorporated into the language report. Ultimately, when mentioning materials in the language report, we had to focus on those materials that seemed worthy of discussion. Otherwise, the course report would have become simply a list of materials. In the final report, we believe we included the most important and frequently used materials for each language, at least within the context of the data collected through this survey. This is certainly true of the LCTLs; for the uncommonly taught languages we were more inclusive and in many cases we included everything that was mentioned to us on an LCR.

Recency. Because a survey of this magnitude takes more than a year to complete, the information it contains may become somewhat outdated by the time the final report is submitted. Most of the data on currently used materials was collected in 1992, yet the report was not completed until the end of 1993. Additional information may report that materials are in the process of being developed when today they may be published, postponed, revised, or never completed. In order to determine the outcome of materials reported as under development, the reader should contact the individual developing the material. We included the name and affiliation of such individuals in the language reports in order to facilitate such follow up. Often specific universities are mentioned in the language report, yet professors change institutions and the language mentioned may no longer be taught at that institution. In general, materials development projects started in 1993 were not captured by this survey.

World Areas: We decided to organize the languages by world area. Generally, this makes sense, although the classification and grouping is more satisfactory in some cases than in others. Perhaps the biggest problems to in the organization of languages by world area related to Latin America and Western Europe. Because Spanish was not included in the survey, and because of the limitations of our sampling design, we ended up with a Latin American world area consisting of Haitian Creole, Portuguese, and Quechua. We included Portuguese within the Latin American area because most of its speakers are located there and because in our sample, it was taught as part of the offerings of a Latin-American Studies Center or program. Still, Portuguese could legitimately be included in the Western Europe world area. As a result, the Western European languages remaining included those of Northern Europe plus Catalan (Spain). Thus, we have called this area Northern Europe and Catalonia.

There were a number of problems in the organization and classification of the languages of the Eastern Europe/Former Soviet Union area. For example, Uygur is in the Eastern Europe/Former Soviet Union area, while there are also legitimate reasons to include this language in the East Asia area. Another example is Greek, which is also include in this world area, while there are legitimate reasons for considering it a Western European language. Furthermore, we feel somewhat uncomfortable including both Slavic languages and Turkic languages in this same world area.

Another result of our classification was the fact that it sometimes did not match the organization or classification of languages within reporting institutions. (In one institution Arabic is taught in the Spanish and Portuguese department.) Or, when filling out a program director's questionnaire (PDQ), some directors may have Tibetan in a South Asia area studies center and report on materials development needs in this language in comparison with needs in Bengali and Nepali instead of in comparison with needs in Chinese and Mongolian. Asia and Western Europe seem to be the two world areas that posed the most problems. Program directors also ran into problems in rating the importance of languages within their world area in that some of them rated as most important the languages in which they were most interested. For example, a program director may rate Macedonian as more important than Greek or Uzbek mainly because of his or her interest in this language.

Generalizability. As indicated in the paragraph on Sampling, the generalizability of the results should be considered in light of the population that was surveyed. It must also be considered in terms of the number of respondents. In the uncommonly taught languages, where between two and five responses may have been received, the opinions of one or two respondents will have a determining effect on the perceptions presented in the language report. These perceptions could be either unrepresentative, misinformed or incorrect.

All of these problems demonstrate the difficulty of the task we attempted. We knew at the start that we would encounter many problems, but we were not deterred. We apologize to readers who may be annoyed by the design and organizational decisions we made, or by the results we obtained in response to the two questionnaires. We can only say that we reported the information that was sent to us by the professors who responded to our questionnaire. On the whole, we believe this report fills a void in the literature and we hope it will be useful to funding agencies, those preparing requests for funding, those seeking information on the quality of teaching materials, and those considering the development of teaching materials for the less commonly taught languages.

Methodology

The Survey of Materials Development Needs for the Less Commonly Taught Languages was a two year project carried out between November 1991 and October 1993. The project involved conceptualization, survey instrument design, pilot testing and revision, data collection, database design, data entry, data analysis, report writing, internal review and revision, the preparation of draft language reports that were sent to reviewers, the incorporation of reviewers suggestions into the final report, the writing of world area reviews, editing of world area reviews, and the production of the final version of the report. The following description of the methodology is chronological, to give the reader of this report a better understanding of how the study was carried out, and ultimately, how to read the report.

November 1991
The project began with a review of the past efforts to establish materials development priorities for the less commonly taught languages. Two of these efforts in which CAL has participated include the projects which set priorities for materials development for the 1970's and 1980's. After reviewing these, the project staff began designing the questionnaire. CAL staff involved in the design of the questionnaire were John Clark, Dora Johnson, Richard Thompson, Charles Stansfield, Andrea Mola, and Meg Malone. Three questionnaires were drafted: one for course instructors, one for directors of federally funded language resource centers and area studies centers, and one for use in the U.S. government language teaching community. Ultimately, it was decided to limit this survey to academic institutions rather than to try to combine responses from the government and academia in a single study.

February 1992
The draft survey instruments were sent to external reviewers for comments and suggestions for improvement. Individuals reviewing the surveys were John Ratlliff, John B. Means, Erika Gilson, Gerald Lampe, Francis Pritchett, Frederick Jackson, and John B. Nichols. Based on comments received, the survey instruments were revised and shortened to give them more focus.

March 1992
In the end, two surveys were used for data collection. They were the Language Course Report (LCR) and the Program Directors' Questionnaire (PDQ). These surveys were then mailed to potential respondents. The LCR, the more extensive of the two types of surveys, was completed by language course instructors, or professors, as they will be referred to in this report. The PDQ was completed by program\center directors at National Resource Centers and universities receiving graduate fellowships under the Foreign Language and Areas Studies program (FLAS). Copies of both survey instruments and the cover letter are provided in Appendix B.

The cover letter requested the program director to complete the PDQ and to forward one LCR to the instructor of each language course taught at his or her institution. Although six LCRs were mailed with the cover letter, program directors were requested to make additional copies as needed for their language faculty. Similarly, the cover letter requested the recipient of a mailing to forward the PDQ to another individual to be completed, if that were appropriate. As a result of this strategy, 77 PDQs and 628 LCRs were received from the first mailing, which provided information on materials for the teaching of 83 languages. We began receiving completed questionnaires early in April 1992, and we continued to receive completed questionnaires until the beginning of June.

During this period, a database was designed by Mr. Quang Pho, CAL's computing specialist. The database employed the Paradox 3.5 software.

The project staff decided to classify the languages into the seven world areas that were previously defined in the study of materials development priorities for the 1980's. The world areas would be subject to change once the surveys were returned.

May - July 1992
During these months, completed questionnaires were entered into the database. Once this process was well underway, we chose Chinese as the first language for which we would produce a narrative report. This was due largely to the fact that Chinese was the language with the largest number of LCRs received. The information in the database was used to write the report and to create tables and the appendices. Once the report was drafted, it was reviewed internally and revised. Following multiple revisions, we reached the point where we felt we had a useable language report that could serve as a prototype for the other languages.

August 1992
In August, we began printing out tables from the database and drafting reports from other languages for which we had an ample number of LCRs. We continued this process through the fall. As each report was drafted, it was reviewed internally and revised based on comments and suggestions. Further experience required some modifications to the prototype in order to standardize the use of terminology, and to include some additional information which it was felt would be useful as a part of the report rather than in an appendix.

January - March 1993
Since several languages were not well represented in terms of the number of LCRs received (parity is not possible or even desirable given the variation in enrollments of the languages), a second mailing was sent out to institutions which had not responded previously. The purpose of this second mailing was to supplement the original pool in selected languages with few returns. Few returns were typical of the uncommonly taught languages. In all, 44 languages were slated for this second mailing of LCR questionnaires.

December 1992 - May 1993
The second mailing produced at least one additional LCR for 28 languages. Those languages for which we did not receive additional LCRs and which we felt were insufficiently represented, were summarily excluded from the report. It was also decided, from the advice of professors, to exclude the classical languages because the design of the survey was not compatible in reporting on the types of materials for those languages. Later in the project, five additional languages (Azeri, Kazak, Kirgiz, Tatar, and Turkmen) were added to the Eastern Europe and Former Soviet Union World Area. In the end, 82 languages were represented in the report. A list of these languages is provided in Appendix A.

After the incorporation of the information from the new LCRs into the language reports, the reports were sent out to reviewers, who were chosen for their expertise in the given language, and/or their availability to such expertise. Twenty-one language reports were **not** reviewed separately because of the lack of professors available for the language, but were reviewed by reviewers who treated entire world areas. Such language reports typically involved groups of least commonly taught languages, such as those of Sub-Saharan Africa, the Turkic languages, etc. Most language reports received two external reviews from the field, which afforded CAL staff a comparative look at the accuracy and consistency of the draft report as well as the reviews themselves. The dual external reviews also produced additional information on the materials currently in use and needed.

May - July 1993
During this period, the comments of the external reviewers were incorporated into the reports. Also, in order to put more quantitative information into the language reports, tables showing the

responses for the materials needed by course level were developed and added to the reports.

An eighth world area was created after the decision was made to divide the previous Western Europe and Latin America world area into two separate entities. The end result was the creation of the Northern Europe and Catalonia world area and the Latin America and Caribbean world area. Despite repeated efforts, it was not possible to obtain a world area report from a well-qualified specialist in the teaching of the languages of these two areas. This was undoubtedly due to the diverse nature of the languages in each area. Nevertheless, we decided to organize the presentation of these languages in the final report within these two world areas.

July - August 1993
During this period the world area reviews were developed and edited. We attempted to get reviews for all eight world areas. However, we were successful in obtaining reviews for only six of the world areas. These reviews were written by individuals who were available to work on the project during the summer. Professors were chosen a) based on their expertise and accessibility to information regarding trends in instructional materials development in their particular world area, and b) regardless of whether they had already contributed as a survey respondent or as a reviewer of one of the language reports. Under contract with CAL, the experts produced an overview of materials development priorities for an entire world area, based on a reading of the final version of all the language reports for their world area and their own familiarity with the field. In order to standardize the world area reports, we asked each author to address a standard set of questions, which are included in the first section of each world area report. Project staff worked with the authors of the world area reports to ensure that each report demonstrated adequate depth, breadth, and style.

August - October 1993
During the final months of the project, incomplete bibliographic entries provided by professors on the LCRs were checked against information available in the LCTL database at CAL, the Library of Congress, publishers, and by contacting individual professors for clarification. As reviews by world area were returned, they were key entered, edited, and incorporated in the body of the report. The Introduction, Methodology, and Organization chapters were written, as were the Acknowledgements and other front matter, and final editing was completed. The entire report was printed out and submitted to the ERIC Clearinghouse for Languages and Linguistics for inclusion in the ERIC system.

Organization of the Report

This section provides a general explanation of the report's structure and may serve as a quick reference to help the reader locate specific information.

World Area Reports

The bulk of the report is made up of eight sections which cover eight world areas. The world areas as follows:

East Asia
Eastern Europe and the Former Soviet Union
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and the Pacific Islands
Sub-Saharan Africa

The World Area Reports are further divided into two parts: World Area Reviews and the reports on the individual languages.

World Area Reviews

Each World Area Report is introduced by a World Area Review. The reviews were prepared by professors with considerable experience teaching one or more languages of the world area and who have broad knowledge of the world area as well. A list of the authors of each review and their affiliations is provided in Appendix D.

The World Area Reviews focus comparatively on the needs of languages within each world area. The reviews comment on the current status of materials for the languages, attempt to predict which languages will increase or decrease in importance in the 1990's and suggest which languages are in greatest need of materials development and the kinds of material needing development. The introduction that appears before each review provides an outline of the questions that the authors of the reviews were asked to address.

The purpose of the World Area Reviews is to provide guidance, beyond that provided in the individual language reports, to those who may make decisions involving the funding or development of instructional materials in the less commonly taught languages. After the languages of a world area were discussed as a whole, and their development needs were commented upon, we reported on each language individually and analyzed closely the specific needs of that language.

Languages

Because most users of this study will be interested in a specific language, there is a separate report for each language. A list of the languages by world area is provided in Appendix A. In searching for a specific language, be sure to look carefully for cross references made in the Table of Contents and Appendix A. For example, the Akan report includes Asante Twi, Akuapem Twi, and Fante. Another suggestion is that the reader check all world areas if the language desired is not found. There are some languages which may be spoken in two or even three world areas, but the report is only included in one of them. For example, although Portuguese is spoken in both Europe, South America, and parts of Africa, the report for Portuguese is contained in the Latin America and Caribbean world area.

Language reports are divided into nine sections. These sections are as follows:

- ***Introduction*** - The introduction provides basic background information on the survey and identifies the two questionnaires used.
- ***How the Survey Was Organized and Analyzed*** - This section gives a brief summary of the methodology and organization of the language report.
- ***World Area*** - This section defines the world area of which this language is a part, reports how many LCRs and PDQs were received for this world area, and provides a list of the languages that will be discussed.
- ***Results from the LCRs*** - The Language Course Reports (LCRs) are defined and information on the number of completed reports received is provided.
- ***Materials Currently In Use*** - This section reports on the information provided by professors in the LCRs. The materials are discussed according to their subject level (Beginning, Intermediate, Advanced, and Other). Within each of these levels, they are subdivided into type of material (Textbooks, Audiotapes, Videotapes, and Computer Courseware).
- ***Materials Needed by Course Level*** - This section reports on information provided by professors in the LCRs also. The need for specific materials was identified and rated, and then commented upon as to the desired orientation. This section, which is organized by level of instruction, includes tables and interpretive narrative.
- ***Overall Needs*** - One question on the LCR asked professor to identify the three types of materials most needed overall for teaching the language and to rate the degree of need. Responses to this question are summarized in this section of each language report.
- ***Results from the PDQs*** - This section reports on the short questionnaire (referred to as the PDQ) sent to Program Director's. The number of institutions participating in the survey which offer instruction in the language is listed. Also, the languages that were rated as most important languages in terms of materials development needs are discussed.
- ***Additional Information*** - This section includes additional information provided by respondents regarding materials under development. Included in this section are the names of individuals, organizations, and universities who are either developing new materials or distribute other teaching materials for the language.

Some further clarification may be needed. In the Materials Currently in Use section, textbooks refer to all written materials (reference grammars, dictionaries, newspapers, readers, etc.), but in the sections that follow where the needs of these materials are discussed, all written materials are treated separately. Videotapes refers to slides, photographs, films, and other audiovisual materials. Computer courseware refers to any technology use.

For all the materials mentioned, from the ones currently used to the ones being developed, a complete citation is provided. Whenever possible, we have also included the names and addresses of individuals or institutions that can provide these materials.

Each language report was drafted and reviewed by project staff and subsequently reviewed by one or two professors of the language. Their comments sometimes included additional information on texts, which was incorporated into the report. Each time this occurs, the reviewer and the comment is identified in the report.

Appendices

Four appendices are provided at the end of the report. The names and brief descriptions of the appendices are as follows:

- ***Appendix A: Languages by World Area*** - A complete list of all the languages categorized by world area.
- ***Appendix B: Language Course Report*** - A sample copy of the LCR questionnaire completed by professors.
- ***Appendix C: Program Director Questionnaire*** - A sample copy of the PDQ questionnaire sent to program/center directors.
- ***Appendix D: Participating Institutions and Reviewers*** - A complete list of all universities that participated in the survey organized by language and the names of the reviewers of the draft report for each language.

Review by World Area: East Asia

One professor from each of the eight world areas (six of the eight responded) was asked to write an overview of priorities on a world area as a whole. Professors were chosen a) based on their expertise and accessibility to information regarding trends in instructional materials development in their particular world area, and b) regardless of whether they had already contributed as a survey respondent or as a reviewer by language. The reviewers were asked to address the following questions in their overview.

- Which languages within your world area are adequately served with instructional materials?
- Which languages are in need of additional materials, and specifically, what kind of materials are needed?
- What languages will increase and decrease in importance during the 1990's?
- Who is currently developing new instructional materials for your world area languages, and what materials are already in print?
- What problems may exist for material creation and implementation?

Project staff worked with reviewers to ensure that the overviews demonstrated adequate breadth, depth and style.

Trends in Chinese, Japanese, and Korean Language Study
John S. Montanaro (Far Eastern Publications, Yale University)

We have been teaching Chinese, Japanese and Korean in our college classrooms for decades, ever since our need for East Asian language-speaking military personnel became acute during the first months of the Second World War. Now, many years later, as the East Asian region becomes more and more important, the need for proper tools, ie., texts, for the study of these three languages at all levels of instruction has made itself known. Increasingly, there has been a response to this perceived need, albeit a slow one. The history of textbook compilation for East Asian languages has, in my view, followed the general trends common to other languages, such as Western European languages. That is, they have gone through a period when the emphasis was on grammar-translation, or the audio-lingual approach, and now materials development is moving toward the more communicative approach to teaching. Responding to the leadership of such organizations as ACTFL and to the example of their French or Spanish-teaching colleagues, more and more teachers of East Asian languages now seem intent on incorporating the communicative approach.

Before I comment on what is available, let me first state that my views are not based on the intimate knowledge of a textbook that one gains after using it in the classroom, but rather on how I have come to understand such textbooks as a publisher.

Despite the low number of responses in the survey, it seems to bear out what is going on in terms of currently available Chinese materials. That is, that certain volumes in the apparently still highly regarded Yale Mirror Series remain quite popular. The DeFrancis series, especially his *Beginning Chinese*, continues to be a popular choice of teachers, while the mainland China text, *Practical Chinese*

Reader, runs at least a close second. More important, the responses reveal what seems to bear a constant in Chinese language teaching: diversity remains the rule. Chinese language teachers as a group seem to refuse to be committed to any one text at any level of teaching. This will probably remain true for some time.

Another thing stated is that the LCR respondents are "on the whole...satisfied with the orientation of the available textbooks." I sincerely hope that this is really not the case. My personal experience at professional gatherings (primarily ACTFL conventions) and workshops is that teachers are eagerly awaiting a new text orientation—one that moves beyond drills to communicative classroom activities that 1) involve the real use of language; 2) shift the center of instruction from the teacher to group and pair work; and 3) accept the view that there can be and perhaps should be uneven progress in the four skills. This view is consistent with the responses given by the six program/center directors who cited the need for texts oriented toward proficiency and communication.

A new text by Cynthia Ning of the University of Hawaii, an expert on communicative language teaching, called *Communicating in Chinese* will be available from Far Eastern Publications quite soon. The book will consist of two volumes (one for listening and speaking and the other for reading and writing), both accompanied by teacher's manuals. Ning's materials are completely in accord with the goals of communicative language teaching, but whether our present corps of Chinese language teachers will accept such an approach is unclear.

Teachers, of course, need choices. We need more instructional materials which are communicative-language oriented for all levels, including the advanced level, but especially the intermediate level. More than textbooks, we need to pay attention to teacher training. Books offering guidance to beginning teachers of Chinese would be helpful.

The process of developing these materials will take years, mainly because the strong tradition at the college level is to emphasize literature, philology, culture or civilization-oriented course structures. Also, programs in schools and college are hard pressed to foster compilation. Publishers are skittish about taking chances on texts that appeal to so few users.

I would first state that, overall, the situation for Japanese at the elementary level is that we are "adequately" served by currently available materials, at least for the college level. What is perhaps the most widely-used text for the college classroom in Japanese, *Japanese: The Spoken Language* by Jorden and Noda, is a considerable advance over the earlier version (*Beginning Japanese*), and comes equipped with fine audio and video tapes. The textbook, unfortunately, could use more graphical and illustrative material, and less information about the language. There are no photographs at all, and, surprisingly, very little culturally insightful information is given. All these must be supplied by the teacher. This reflects a common situation for many other textbooks now available.

As a publisher, I realize that textbooks for East Asian languages have always been difficult to produce because the market is so limited and because the inherent orthographical problems make production expensive. This, however, is changing rapidly. Teachers now have access to Chinese, Japanese or Korean word processing software, for example.

It seems that for all three languages–Chinese, Japanese, and Korean–when one gets beyond the elementary level, the picture is less encouraging, but the situation may be brightening. More and more, over the past several years as Japanese becomes more commonly taught, there has been a virtual flood of texts from Japan-based presses to accommodate a variety of teaching styles. *The Guide to Japanese Language Teaching Materials* published by Bojinsha Company offers a dizzying array of every sort of material, much of which is oriented towards the communicative approach.

For the pre-college level, there are also some good materials available, such as *Japanese Now*, in four volumes, with teacher's manuals, and *Alfonso Japanese*, also in four volumes with teacher's manual.

There are several good dictionaries for Japanese. The field is well-served by those now available. We **do** need a good reference grammar for Japanese and I know of at least two teachers working on such a project.

As the East Asian realm grows in population, power and economic clout, all three languages–Chinese, Japanese, and Korean–will grow in importance. During the past twenty years or so, it has been disturbing that there has been so little cooperation between the various "centers" of textbook production. We need more concerted efforts that link people in the native area with teachers and text compilers in the U.S. and elsewhere.

World Area: East Asia
Language: Chinese

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

East Asia World Area

NFLRC received 140 LCRs and 24 PDQs for the East Asia world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Chinese (54)
Japanese (56)
Korean (15)
Manchu (4)
Mongolian (8)
Tibetan (8)

See Appendix D for a list of institutions by language participating in the survey.

Chinese: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Fifty-four LCRs from 12 institutions were completed for the Chinese language. Chinese was represented with the second highest number of LCRs in the East Asia world area; Japanese was represented with the highest number (56) of LCRs and Korean was represented with the third highest number (15).

Chinese: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed 15 LCRs for beginning-level Chinese.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of beginning-level textbooks that were cited by more than one professor:

- *College Chinese - A First Year Textbook* by Shou-ying Lin (Cambridge, Harvard University Press: 1989). This textbook was listed by two professors and was rated useful by one and very useful by the other.
- *Beginning Chinese Reader* by John DeFrancis (New Haven, Yale University Press: 1976). This textbook was listed three times and received ratings of very useful and useful.
- *Elementary Chinese Reader*, Books I and II, by Beijing Language Institute (Beijing, Foreign Language Press: 1980). This textbook was rated less useful.

Three professors listed the following textbook and its accompanying materials:

- *Practical Chinese Reader I: Elementary Course* (Traditional Character Edition) by Beijing Language Institute (Boston, Cheng and Tsui Co.: 1991). This textbook received three ratings of useful.
- *Practical Chinese Reader I: Patterns and Exercises* by Madelaine Chu (Boston, Cheng and Tsui Co.: 1993). This workbook was rated very useful by all three professors.
- *Practical Chinese Reader I: Writing Workbook* by Shou-Hsin (Boston, Cheng and Tsui.: 1992). This workbook was listed twice and given two ratings of less useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The majority of audiotapes accompanied the textbooks previously cited. Locally-prepared audiotapes represent approximately one-third of all audiotapes used, and they served mainly to improve students' listening comprehension and to reinforce grammatical structures in Chinese.

The following is a list of audiotapes for the textbooks cited previously:

- *College Chinese*: The audiotapes which accompany this textbook are available only through Language Lab at Harvard University.

- *Beginning Chinese*: The audiotapes for the DeFrancis book are available through Yale University Press.
- *Elementary Chinese Reader.* These audiotapes are made locally and are not available for other use.
- *Practical Chinese Reader.* Audiotapes are available through the publisher but for the textbook only.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. The only videotapes listed by professors at the beginning level were the tapes that accompanied the books in the *Practical Chinese Reader* series. They are available through the publisher.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. Computer courseware is being used in about 12% of the courses, mostly at the beginning and intermediate levels.

Of the ten examples of computer courseware listed on the survey, all are used in a supplementary capacity. They offer programs such as standard drill practice, situational simulations, testing, and pronunciation drills. The programs are used mostly with IBM compatible software, but Macintosh is used as well.

The following is a list of computer courseware used at the beginning level:

- *Chinese Character Glossary* programmed by Madeleine Chu. This program was described as a word processing system for the Macintosh and is available through Cheng and Tsui Co. The program was rated useful by three professors.
- *PLATO* programmed by Chin-chuan Cheng. The program uses drills and flashcards to develop vocabulary. It is IBM/compatible, and is available through the University of Illinois-Urbana. It was rated useful.
- *Learning Chinese* by the Institute of Linguistics, Chinese Academy of Social Sciences. Used on the Macintosh, the program is a drill and practice and can be obtained through H.Y. Technology Co. It was rated very useful.
- *Chinese Soundcards, Chinese Flashcards.* This program is a drill and practice and made for the Macintosh. It was rated useful.

Intermediate Level

Professors completed 17 LCRs for intermediate-level Chinese.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of intermediate-level textbooks cited by more than one professor:

- *Practical Chinese Reader*, Books I-IV, (Beijing, The Commercial Press: 1981, 1986, and 1987). These textbooks were the most popular in the intermediate level. They all received ratings of useful except Book III, which was rated less useful by one professor.

- *Newspaper Chinese ABC - An Introductory Reader*, by Zhenjie Li and Shixun Wang (Beijing, Institute of Languages: 1987). This textbook was listed three times for both the intermediate and advanced levels. It received two ratings of useful and one rating of very useful.

- *A Companion Book for College Chinese* by Shou-ying Lin (Cambridge, Harvard University Press: 1989).

- *Read Chinese II* by Richard Chang (New Haven, Far Eastern Publications: 1958). This textbook was rated very useful.

- *Read Chinese III* by Richard Chang and Fang-Yu Wang (New Haven, Far Eastern Publications: 1976 and 1988). This book was rated both useful and very useful.

- *College Chinese - A First Year Textbook* by Shou-ying Lin (Cambridge, Harvard University Press: 1989). This textbook was listed by two professors and was rated useful by one and very useful by the other.

- *Intermediate Chinese Reader* by John DeFrancis (New Haven, Yale University Press: 1973). This book was rated very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The following is a list of audiotapes for the intermediate level:

- *College Chinese*: The audiotapes which accompany this textbook are available only through Language Lab at Harvard University.

- *Read Chinese*: The audiotapes which accompany these books are available through Far Eastern Publications at Yale University.

- *Practical Chinese Reader*: The audiotapes are available through the Beijing Language Institute.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. At the intermediate level, videotapes were rarely used. Other than Chinese films, professors listed the following materials:

- *Strange Friends* by the Center for Chinese Studies at the University of Michigan.

- *A Great Wall* was made in China but adapted by the University of Michigan with the inclusion of a script to facilitate class discussion.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. At the intermediate level there was only one professor that listed using computer courseware. The names of these programs are: *The Evolution of Chinese Language as an Art* and *The Origin of Chinese Characters* (National Palace Museum, Taiwan). These programs were described as simulation and problem solving materials.

Advanced Level

Professors completed 22 LCRs for advanced-level Chinese.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The majority of advanced-level courses either used personally developed course packets or no textbooks at all. The following is a list of advanced textbooks that were identified by professors more than once:

- *Newspaper Chinese ABC - An Introductory Reader,* by Zhenjie Li and Shixun Wang (Beijing, Institute of Languages: 1987). This textbook was listed three times for both the intermediate and advanced levels. It received two ratings of useful and one rating of very useful.

- *A Primer of Newspaper Chinese* by Yu-Ju Chih and John Montanaro (New Haven, Far Eastern Publications: 1982). This textbook was listed twice and received two ratings of useful.

The following is a list of advanced textbooks listed once, but rated very useful:

- *A Reader in Post-Cultural Revolution Chinese Literature* by Vivian Hsu (New Haven, Far Eastern Publications: 1990).

- *Reading Chinese Newspaper* by Stanley Mickel (New Haven, Far Eastern Publications, Yale University: 1992).

- *The True Story of Ah Q* by Lu Xun, rewritten version by J.X. Tan (Beijing, Beijing Language Institute: 1990).

- *Radio Broadcasts from China*, Series 8: Radio Play (Beautiful Courtesan-Dùshíniáng) edited by Joseph C. Kuo (University of Kansas).

Audiotapes

Question 8 asked professors to list audiotapes currently used. The majority of LCRs listed no use of audiotapes at the advanced level. Some professors listed locally-prepared audiotapes. The following are the commercially produced audiotapes for the advanced level:

- *Radio Broadcasts from China* edited by Joseph Kuo. The tapes are available through the University of Kansas, Department of East Asian Languages and Cultures, Lawrence, KS 66045.

- *Newspaper Chinese ABC*. These tapes are available through the publisher Cheng and Tsui Co., 25 West Street, Boston, MA 02111.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. About half of the professors listed using video materials in their courses. Some mentioned the use of SCOLA and other news programs. The following is a list of video materials used at the advanced level and the names and addresses of companies that distribute these materials:

- *Chinese Primer*: produced by Princeton University.

- *Practical Chinese Reader*: produced by Smith College.

- Asian Language and Area Center, Stanford University.

- Cheng and Tsui Co., 25 West Street, Boston, MA 02111.

- Nan Hai Company, Inc., 510 Broadway, Suite 300, Millbrae, CA 94030.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One professor listed the use of computer courseware at the advanced level. The program, *Asia Text* by Wallace Johnson, is used on IBM/compatible and must be used with *ChinaStar*. It was rated useful.

Chinese: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, and advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

Videotapes were reported to be in the greatest need of development for beginning-level Chinese. Seven professors rated the need at 5; all 13 professors who listed videotapes rated the need at 3 or higher. One professor desired videotapes which include "short skits and dialogues" and "more authentic situations." Another comment was that videotapes should be developed to accompany a beginner textbook. One professor suggested that videotapes be developed to accompany the computer software *Learning Chinese.*

Beginning-level textbooks were rated five times at 5. The desired orientation of these textbooks was that they include more grammar and drills, more "authentic, proficiency-oriented texts," and more "communicative exercises." New textbooks should be designed for American students.

Also cited with much frequency were student reference grammars. Nine professors rated the need at 4 or 5. One professor called for "simple, untechnical explanations with lots of examples and exercises," and a second professor desired grammars that are more communicative.

Computer courseware was also in high demand by professors. One professor suggested the development of software which will follow *Learning Chinese.* Another professor simply requested courseware that was interactive.

Audiotapes were listed by eight professors and rated at 4 or higher four times. Most professors suggested that new audiotapes accompany any new textbooks. One professor desired audiotapes with drills and pattern practice which the students can practice on their own, thus allowing more "classroom time for more communication-oriented work."

For the other category, one professor stated the need for a "proficiency training text or guide" in order to be "more effective to accomplish tasks" for the Chinese language.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	5	1	2	0	2
Student reference grammar	2	7	0	1	3
Reading texts	0	3	5	0	1
Dictionaries	0	1	2	1	4
Business language material	1	1	2	1	4
Audiotapes	1	3	1	1	2
Videotapes	7	3	3	0	0
Computer courseware	2	5	2	2	2
Other: proficiency training text/guide	1	0	0	0	0

Intermediate Level

Just as the greatest demand was for videotapes at the beginning level, so was the same demand at the intermediate level. Ten professors rated the need for videotapes at 4 or 5. Professors desired videotapes to include "more authentic materials, more listening comprehension and communicative activities," and to accompany any new textbooks.

Textbooks were reported with near equal need as that for videotapes. They were also rated at 4 or 5 ten times. Commenting on the desired orientation of the textbooks, professors called for textbooks which include more grammar and stories, are more communicative, and which are developed for American students. One professor stated the need for a "balanced combination of grammar, vocabulary, and exercises," and a second professor suggested that textbooks have a "self-study component" so that students can continue work outside of the classroom.

Reading texts were also cited with some frequency. Twelve professors rated the need at 3 or higher. Professors called for readers with "more culture and literature." Another professor commented that at the intermediate level there are no reading texts which are simplified enough to "help students bridge the gap between second and third year Chinese."

Computer courseware, rated at 3 or higher by nine professors, was desired by one professor to include "instruction on the basics of the writing system and a progressive introduction to written Chinese." A second professor stated the need for software with self-instruction and which would be self-testing.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	5	5	0	0	1
Student reference grammar	2	4	1	1	3
Reading texts	3	5	4	0	1
Dictionaries	2	1	3	0	3
Business language material	0	2	3	0	2
Audiotapes	4	3	1	0	2
Videotapes	5	5	3	0	0
Computer courseware	3	4	2	1	2
Other					

Advanced Level

At the advanced level, textbooks were reported to be in great demand by professors. The desired orientation of the textbooks was commented on by most of the professors. A few professors called for textbooks which include more grammar explanations and which are oriented towards American students. A textbook which has a more "systematic presentation of grammar and vocabulary, with more exercises" was the suggested by one professor. Another comment was that "more interesting and currently relevant contexts" should be included.

Along with textbooks, advanced videotapes were cited in great demand. Reviewer Kuo, however, notes that there are many videotapes for the advanced levels. He reported the upcoming release (1994) of videotaped lectures by the Faculty of Beijing University, as well as nine videotapes of historical sites of China which are being developed by the Beijing Language Institute.

Reading texts were rated nine times at 4 or 5. "Authentic" and "communicative" approaches were generally desired by the professors.

Despite China's recent economic surge, professors and reviewers did not see business language materials in great need "at this time." Also, although not cited with much frequency, reviewer Kuo sees the need for "a good Chinese-English dictionary for American students with about 5000 characters and 30,000 compounds, and which allows location of any vocabulary item in one minute or less."

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	9	1	1	1	0
Student reference grammar	3	1	2	1	1
Reading texts	7	2	2	1	0
Dictionaries	2	0	3	2	0
Business language material	0	1	3	0	2
Audiotapes	5	1	0	0	1
Videotapes	7	3	1	0	1
Computer courseware	2	1	2	1	1
Other					

Chinese: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Chinese. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Twenty-six professors identified and rated the overall needs for the Chinese language. The two types of materials most often cited by professors were textbooks and videotapes. Although all levels were requested, the intermediate level was listed most often. Videotapes were listed 23 times and were mostly rated at 4 and 5. In terms of desired orientation, professors mentioned interactive videotapes and ones that are accompanied by a text and vocabulary list. Textbooks were cited 19 times and were rated at 4 or 5. The majority of professors called for basic and spoken textbooks. In many cases professors asked for supplementary listening materials that contain authentic speech for U.S. students, in order to diversify their language instruction. Reviewer Joseph Kuo agrees that some textbooks and professors emphasize reading over the other three skills: listening, writing, and speaking. He believes, however, that a greater emphasis should be placed on writing, and the texts which lean towards this skill should be favored.

Computer courseware was listed nine times by professors and rated at 3 and 4. The desired orientation was for a focus on written Chinese. Professors also cited advanced readers and intermediate reference grammars, and rated their need at 5.

Although audiotapes were only cited three times, reviewer Joseph Kuo believes that audio materials are important for all levels of study. He places listening comprehension as a high priority for U.S. programs. Mr. Kuo dismisses "contrived simulations as substitutes for real speech, conversation, radio broadcast programs, etc."

One professor requested that materials in the form of study guides and handbooks be developed which can assist learners and teachers of Chinese. This request was echoed by reviewer Kuo who believes that guidance for both the student and the instructor are needed, particularly with the East Asian languages.

In summary, professors felt that Chinese teaching materials need to use authentic language. Materials must be culturally current and relevant to China, Taiwan, and the United States, in order to meet the needs of students from various cultural backgrounds as well as students from diverse disciplines. Reviewer James Wren notes that authenticity in language study materials is difficult to achieve, because of the many changes a language undergoes through time. The reviewer also states that where materials are "authentic" in some areas and settings, they may not be in others. Speech among government officials is quite different from speech among college students, and as Mr. Wren observes, "what is authentic in Singapore may be inappropriate in Beijing or Taipei."

Chinese: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Seventeen program/center directors reported offering Chinese language instruction at their institutions. Chinese was listed eight times as a most important language in terms of materials development needs. In the East Asia world area, Japanese was listed the most often (14) as a most important language.

Commenting on the materials needed for the Chinese language, directors stated the need for communicative textbooks at the beginning level. For the intermediate or intermediate-advanced levels, proficiency-based textbooks and videotapes were listed with equal frequency, and at the advanced level, textbooks were mentioned most often.

In comparing the responses given in LCRs as opposed to PDQs, noteworthy is the consistent mention in both of the need for textbooks which handle proficiency and communication. Textbooks and audiovisual materials with a more modern, communicative approach seem to be the priority for language instruction in Chinese for the coming years.

Chinese: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Textbooks

The following is a list of those individuals who are currently developing textbooks, readers, and dictionaries:

- Margaret M.Y. Sung of Indiana University is developing a beginner textbook for Chinese.
- Madeleine Chu of Kalamzoo College is working on an "oral proficiency training guide and material book" which will include descriptions of projects and activities and some tool materials. Chu notes that the purpose of such a material will be to "lead students to use Chinese in real life situations."

- Robert E. Hegel of the University of Washington is developing an advanced textbook for Chinese.
- Yihua Wang of UCLA is also working on an advanced textbook.
- Yu-hwa Liao Rozelle of Stanford University has developed a course reader used at the intermediate level and which consists of supplementary grammar, pattern drills, questions and answers, stories and homework translations.
- Yin Chuang of Stanford University is collecting texts of Chinese modern literature which can be used for beginning-level instruction. Chuang has also developed other instructional materials for beginning Chinese.
- John Wang of Stanford University is developing a textbook for Classical Chinese.
- Li-chuang Duke of Johns Hopkins University is developing an intermediate-advanced textbook. The work was described as offering "content-based foreign language instruction, combining the development of the four language skills (listening, reading, speaking, and writing)" with the curriculum of the international studies program.

Audiotapes and Videotapes

The following is a list of those individuals currently developing audiotape and videotape materials:

- Joseph Kuo of the University of Kansas notes that one hundred recorded lectures by the faculty at Beijing University will be available next year (1994) in addition to nine videotapes on historic sites of China being developed by the Beijing Language Institute.
- James Shih of Washington University is developing intermediate-level audiotapes.

Computer Courseware

The following is a list of those individuals who are currently developing computer courseware:

- Dorothy Shou of Stanford University is developing the basic grammar which will accompany the computer program *Learning Chinese.*
- Thomas C. Bartlett of Harvard University has plans to develop a "set of computer-driven, self-correcting supplementary grammar exercises" to accompany the textbook *College Chinese.*
- Wallace Johnson of the University of Kansas is working on computer programs for the Chinese language.
- Yihua Wang of UCLA and John Wang of Stanford University are both developing their own computer courseware.
- Chaofen Sun of Stanford University is developing a set of computerized homework assignments for first-year Chinese.

Other Information

The following is a list of individuals, organizations, universities, and businesses which develop and/or distribute Chinese teaching materials:

- Fu Tan
  419 East Santa Clara, Apt. D
  San Jose, CA 95113
  Tel. (408) 293-7057

World Area: East Asia
Language: Japanese

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the l990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
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Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

East Asia World Area

NFLRC received 145 LCRs and 24 PDQs for the East Asia world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Chinese (54)
Japanese (56)
Korean (15)
Manchu (4)
Mongolian (8)
Tibetan (8)

See Appendix D for a list of institutions by language participating in the survey.

Japanese: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Fifty-six LCRs from 14 institutions were completed for the Japanese language. Japanese was represented with the highest number of LCRs in the East Asia world area; Chinese was represented with the second highest number of LCRs (54).

Japanese: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed 14 LCRs for beginning-level Japanese.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Five main textbooks were listed by all but two responding professors. They are listed below, along with the ratings they received:

- *Japanese: The Spoken Language*, vol. I, by Eleanor Harz Jorden and Mari Noda (New Haven, Yale University Press: 1987). This textbook received four ratings of very useful and two ratings of useful.
- *Japanese: The Written Language* (field test edition as yet unpublished, but available through the Washington University's Department of Asian and Near Eastern Languages and Literature). This textbook received two ratings of very useful, one rating of useful and one less useful.
- *Learn Japanese: New College Text*, vols. I and II, by JohnYoung and Kimiko Nakajima-Okano (Honolulu, University of Hawaii Press: 1984). This textbook was rated twice as very useful and twice as useful.
- *Introduction to Modern Japanese* by Osama Mizutani and Noboko Mizutani (Tokyo, Japanese Times: 1977). One professor rated this book very useful and another rated it useful.
- *24 Tasks for Basic Modern Japanese*, parts I and II, by Fujiko Motohashi and The Tsuda Center for Japanese Language Teaching (Tokyo, Japan Times: 1990). This book accompanies *Introduction to Modern Japanese*. It received two ratings of very useful.
- *Beginning Japanese*, vols. I and II, by Eleanor Harz Jorden and Hamako Ito Chaplin (New Haven, Yale University Press: 1976). This text was added by reviewer Steve Rabson and is acknowledged as a book still widely used.

One professor at Stanford University was using personally-developed readers for a beginning-level course entitled "First Year Modern Japanese for Professionals." The readers were judged to be very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. At the beginning level, all but one of fourteen beginning-level professors surveyed were using audiotapes which accompanied textbooks. Professors using the textbooks listed above seemed to find the audiotapes satisfactory.

All professors using the textbook *Japanese: The Spoken Language* were using the audiotapes for it. Judging from comments made in a later portion of the survey, the tapes for this work were found to be satisfactory. The four professors using *Learn Japanese* vols. I and II, were all using the accompanying audiotapes, with one professor also using locally-prepared audiotapes.

Two professors were using the audiotapes which accompanied *Introduction to Modern Japanese*. The tapes were judged by one professor to be "too rapid for beginning student drills" as they "leave insufficient space for response." The two professors using the tapes accompanying the work were also employing locally-prepared audiotapes.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Nine of 14 responding professors at the beginning level were using videotapes. A list of the materials cited is as follows:

- *Japanese: The Spoken Language*. Two professors were using the videotapes which accompany the textbook.
- *Yan-san and the People of Japan* and *Nihongo Kyoiku Eiga Kisohen* were cited by five professors and these videos can be obtained from the Japan Foundation.
- *Japanese for Beginners* (ten tapes) published by NHK, was cited by reviewer Elaine Gerbert.
- *Japanese for Busy People* in 3 volumes, (Woodbury, NY, Barron's Educational Services: 1976) was listed by one professor as an accompaniment to the textbook by the same name. Both were used in the class for first year Japanese for professionals.

Another professor made use of an overhead projector to show drawings "related to dialogues and drills of the texts."

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One of 14 professors of beginning-level Japanese was using computer courseware. No further information was provided.

Intermediate Level

Professors completed 21 LCRs for intermediate-level Japanese.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of the textbooks most frequently cited at the intermediate level:

- *Japanese: The Spoken Language* by Eleanor Harz Jorden and Mari Noda (New Haven, Yale University Press: 1987).
- *Japanese: The Written Language,* vols. I-IV, by Mari Noda (field test edition available through the Washington University's Department of Asian and Near Eastern Languages and Literature). This book is often used for more than one level of Japanese. Parts II and III were generally used for the intermediate level.
- *Learn Japanese: New College Text* by John Young and Kimiko Nakajima-Okano (Honolulu, University of Hawaii Press: 1984). This book received one rating of very useful and two of useful.
- *Modern Japanese: A Basic Reader* by Howard Hibbett and Gen Itasaka (Cambridge, Harvard University Press: 1967). Three professors rated this book useful.
- *Integrated Spoken Japanese* published for the Inter-University Center for Japanese Studies in Yokohama. This book was included by reviewer Elaine Gerbert for its excellent assistance in building oral proficiency at the advanced level.

Japanese: The Spoken Language and *Japanese: The Written Language* were generally used together. Seven professors rated the work by Jorden and Noda to be very useful, while three called it useful. Together, the two books received high marks as far as overall effectiveness was concerned.

Audiotapes

Question 8 asked professors to list audiotapes currently used. As for audiotapes at the intermediate level, 19 of 21 LCRs received indicated the use of audiotapes. Most professors were using tapes which accompanied the textbooks listed above; seven were using locally-prepared audiotapes. The professors which listed the tapes that accompany *Japanese: The Spoken Language* were pleased with them.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Seventeen of 21 LCRs received for the intermediate level cited the use of videotapes. The majority of professors were using the videos which accompanied the textbook *Japanese: The Spoken Language.*

Other videotapes in use at the intermediate level include *Yan-san and the People of Japan* available from the Japan Foundation, as well as non-subtitled contemporary Japanese films.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One professor of Japanese at the intermediate level was using computer courseware. The IBM compatible courseware served as a Japanese verb conjugation practice tool. The software was designed by Kazumi Hatasa.

Advanced Level

Professors completed 21 LCRs for advanced-level Japanese. Three of the LCRs involved courses which, although listed as other in the portion of the survey which asked professors to classify the course level taught, were geared toward students with advanced level knowledge of the language.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Although a total of nine professors were using textbooks at the advanced level, seven were using the following textbooks:

- *Learn Japanese: New College Text*, vol. IV. by John Young and Kimiko Nakajima-Okano (Honolulu, University of Hawaii Press: 1984). This book received one rating of very useful and one rating of useful.

- *Current Japanese* by Yoshiko Higurashi (Tokyo, Bonjinsha: 1987). This textbook also was rated very useful and useful.

- *Modern Japanese: An Advanced Reader* by Gen Itasaka, Seiichi Makino and Kikuko Yamashita (Kodansha International Ltd.: 1974). Rated very useful by one professor, the other chose not to comment.

While nine of 16 professors were using textbooks at the advanced level, 12 LCRs treated courses where no textbooks were used. These courses concerned Japanese for business purposes, Japanese for the "real life environment," or academic research, or advanced-level conversation courses. Cited as materials used in these courses were personal collections of photocopied materials, including texts specifically developed around advanced level points of grammar, articles on international politics, economics, trade, and other realia. The professors who were not using textbooks for advanced-level courses, on the whole appeared to be satisfied with the available materials.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Ten LCRs listed the use of audiotapes at the advanced level of Japanese instruction. Four professors were using audiotapes which accompanied textbooks; for the other courses, locally-prepared audiotapes were used in tandem with these, or else were the sole tapes used.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Sixteen of 19 LCRs for advanced-level Japanese courses listed the use of videotapes. Most videotapes used were not commercially produced, but rather privately-taped television programs and documentaries. One professor using the commercially-produced videotape *Tonari no shibafu* with the accompanying texts commented that the video was currently out-of-print.

Reviewer Elaine Gerbert mentioned *Contemporary Business Japanese* (five tapes) published by Passport Books, as a good material for this specific level of instruction.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One professor at the advanced level was using computer courseware. The programs listed as available to students were *EgWord* and *Kanji Talk* for the Macintosh. "Available software compatible with IBM or Macintosh are adequate for third-year composition but not for fourth-year writing," was the comment.

Japanese: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

For the beginning level, the responses to Q12 revealed that reading texts were judged to be the most needed instructional item. Ten of 14 LCRs cited the high need (rated at 4 or 5) for reading texts geared towards beginning-level students and which include glossaries. Reading texts were a high priority need at all levels of instruction.

Also cited in high demand were videotapes. Six professors rated the need at 4 or 5. Professors called for videotapes which include practice with patterns, authentic pronunciations, and treatment of daily life in Japan.

Other materials cited with much frequency include: reference grammars, dictionaries, and audiotapes. A "coherent structural presentation of patterns" was the desired type of the student reference grammar. For dictionaries, the importance of romanized entries for beginning students was mentioned by professors.

On the whole, responding professors appeared to be satisfied with the textbooks currently available for beginning-level Japanese instruction. Eight of the 14 professors who completed surveys judged the need for the development of new beginning-level textbooks at a level of 3 or lower. One professor, however, suggested that a beginning-level textbook be written in *hiragana*, *kanji*, and *katakana*. Several professors mentioned that more drills should be included. Reviewer Gerbert believes these materials already exist.

Business language materials and computer courseware were the two lowest-ranked categories, but each did receive several ratings of 4 on the scale used.

Summary of Beginning-Level Material Needs

Materials	**5-H**	**4**	**3**	**2**	**1-L**
Beginning textbooks	3	3	1	2	1
Student reference grammar	4	1	3	1	2
Reading texts	5	5	3	1	0
Dictionaries	3	1	4	2	1
Business language material	0	3	2	1	4
Audiotapes	3	1	4	0	3
Videotapes	5	1	3	1	2
Computer courseware	0	2	4	1	4
Other: (1) Visual aids	1	0	0	0	0
(2) Drill book for sentence structures and vocabulary	1				

Intermediate Level

At the intermediate level, the highest priority for development was for reading texts. Professors called for annotated and updated texts on topics that are of interest to American students. Eighteen of 21 LCRs received for the intermediate level listed reading texts and rated their need at 4 and 5.

Next highest on the list of materials needed at the intermediate level were videotapes. In all, 15 professors cited the need for videotapes. No particular comments were made as to the desired orientation of the videos, except that they should be appropriate for the level at which they will be used. Eleven of 21 questionnaires at the intermediate level cited a high need (4 or 5) for videotapes.

The need for dictionaries and intermediate-level textbooks followed that for videotapes. These two items received almost identical high ratings. An easily accessible dictionary "like Sakade's, but including more radicals and finding kanji by radicals," was desired by professors. Several professors suggested that the intermediate-level textbook include more current and authentic texts; more grammar drills were desired by another professor.

Audiotapes were also cited with much frequency. Nine professors rated the need at 3 or higher. According to professors, the tapes should be more current in content.

More urgent at the intermediate level than at the beginning level was the need for computer courseware. Twelve of 21 LCRs cited the need for this instructional material at mostly 4 or higher. The inclusion of interactive activities was suggested by one professor. A student reference grammar was listed twelve times. No specific comments were made as to the desired orientation of this item.

Business language materials were cited be the least number of professors at 11 mentions. One professor did note, however, that few of these materials currently exist.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	6	2	3	1	1
Student reference grammar	2	5	1	1	3
Reading texts	10	8	0	0	0
Dictionaries	7	1	4	0	2
Business language material	4	0	3	0	4
Audiotapes	5	2	2	1	3
Videotapes	8	3	2	0	2
Computer courseware	2	5	4	0	1
Other: Japanese films without subtitles	1	0	0	0	0

Advanced Level

For the advanced level, videotapes are in greatest demand by professors. Fourteen of 21 LCRs received for advanced-level Japanese mentioned videotapes as a high priority for development. Professors called for videotapes which are reasonably priced, show cultural differences, and that are integrated with a textbook. Reviewer Steve Rabson states the need for "text and video materials on the intermediate and advanced levels that present authentic situations and treat contemporary issues, such as Japan-US relations." Also, there was a call for more exercises "with meaningful exchanges," as opposed to "transformational drills."

Reading texts were the next most frequently listed item at the advanced level. Reading texts were mentioned as high needs on 12 LCRs. One professor suggested that reading texts involve "short, contemporary works of fiction" and that they treat "current trends in Japanese society." Another professor called for "large-print editions of Japanese classics for teaching third to fifth-year students of Japanese."

The demand for textbooks followed that for reading texts according tc professors. Textbooks were mentioned 14 times on LCRs. Professors desired textbooks to include "graded, up-to-date readings on current topics" and a "more authentic and modern" approach. Also cited was a "need to treat US-Japan relations" in the textbooks.

Unlike at lower levels of Japanese instruction, advanced-level Japanese professors cited a high need for business language materials. Professors pointed out the need for "outlining the difference between spoken and written communication" and stated that any audio and video materials which would accompany the business language materials would be extremely useful. Reviewer Elaine Gerbert said there is such materials for all levels published by Nissan, Passport Books, NTC Publishing Group, and East West Group Asahi National Broadcasting.

The need for advanced-level audiotapes was mentioned on nearly half the LCRs. One professor desired a communicative orientation for advanced-level audiotapes, as opposed to tapes which contain only transformational drills.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	8	3	1	0	2
Student reference grammar	2	3	3	0	2
Reading texts	9	3	1	0	3
Dictionaries	6	2	1	2	1
Business language material	5	4	1	0	2
Audiotapes	6	2	2	0	1
Videotapes	12	2	1	1	0
Computer courseware	3	3	2	0	2
Other					

Japanese: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Japanese. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Thirty-seven professors identified and rated the overall needs for the Japanese language. Cited most often by professors were reading texts, audiovisual materials, and textbooks.

Intermediate-level readers were listed 12 times by professors and rated at 4 and 5. Advanced readers were listed 11 times and also rated at 4 and 5. Some professors stated the need for upper-level readers that would include glossaries and notes. No other specific orientation was reported.

Audiotapes and visual materials were listed with some frequency by professors. As with reading texts, the need was primarily for the intermediate and advanced levels. Advanced videotapes were cited nine times and all were rated at 5. Tapes that were oriented towards business and international relations subjects were proposed by two professors. At the intermediate level, audiotapes and videotapes were each cited six times and rated at 4 and 5. The desired orientation was for interactive materials that dealt mainly with conversation.

The need for textbooks was also for the upper levels of instruction. Advanced-level textbooks were listed seven times and rated at 4 and 5. Intermediate-level textbooks were listed six times and rated at 5. The majority of professors called for communicative textbooks that are task-oriented.

Other materials that were listed by professors include: grammar workbooks for all three levels, advanced dictionaries for non-native speakers, vocabulary flashcards, writing workbooks, and business readers. All of these materials were rated at 4 or 5.

One professor expressed the need for materials that could fill the gap which separates the intermediate and advanced levels which according to the professor was too wide. Another professor believed that the development of Japanese teaching materials should be secondary to increased funding for more institutions and professors to teach Japanese.

Japanese: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Eighteen program/center directors reported offering Japanese language instruction at their institutions. Japanese was listed 14 times as a most important language in terms of materials development needs. In the East Asia world area, Chinese was listed eight times as a most important language, Tibetan was listed twice, and both Korean and Mongolian were each listed once. Manchu was not cited as a most important language.

Commenting of the materials needed for the Japanese language, directors placed in high priority the development of reading texts. Also cited with some frequency were beginning-level textbooks and intermediate-level computer courseware that is not drill-oriented.

Japanese: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Textbooks

The following is a list of those individuals who are currently developing textbooks, readers, reference grammars, and dictionaries:

- Kazuko Busbin of Stanford University is developing *Pattern Practices* which was described as reading materials for first and second-year programs.
- S. Makino of Princeton University and A. Miura of the University of Wisconsin were both listed as in the progress of developing textbooks.
- Muckiko T. Croft of the University of Denver is currently developing a textbook designed for use in elementary and middle schools.
- Atsuko Tani of Marquette University is in the early stages of a set of drill materials that focus on grammatical structures.
- *Let's Play Games in Japanese* by McGinnis, Nakayama, and Yao (Lindwood, IL, National Textbook: 1991).
- Steve Rabson of Brown University is preparing a collection of annotated readings.
- Elaine Gerbert of the University of Kansas has developed workbooks to supplement the textbook by Young and Nakajima entitled *Learn Japanese: New College Text*. They are currently sold at Kinko's under professor publishing conditions. Gerbert would consider revising them if they were to be used commercially. Eri Yasuhara of UCLA is also materials to supplement the Young and Nakajima textbook, and were described as "communicative task-oriented materials."
- Sumie Jones of Indiana University is developing a set of texts for advanced reading and writing courses. The materials were described as a collection of "texts selected from current publications (journals, books, newspapers, brochures, etc.) in various disciplines of scholarship, genres of communication, and types of materials for professional life, with notes, glossary, and topics for discussion."
- Mitsuko Hasegawa of the University of Washington is also developing materials for reading and writing practice.
- *Gone Fishin': New Angles on Perrenial Problems* (Kodanska International). The professor who listed this book was teaching a course in Modern Japanese literature.

Audiotapes, Videotapes, and Computer Courseware

The following is a list of those individuals who are currently developing audiotapes, other audiovisual materials, and computer courseware:

- Edith Moravcsik of the University of Wisconsin-Madison is developing "pictures on transparencies for the dialogues and drills of *Learn Japanese* volumes I and II."
- Kikuko Yamashita of Brown University is working on computer and videodisc materials.

Other Information

The following is a list of individuals, organizations, universities, and businesses that develop and/or distribute Japanese teaching materials:

- Yukio Hatasa, Department of Foreign Languages, Purdue University.

World Area: East Asia
Language: Korean

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the l990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

East Asia World Area

NFLRC received 145 LCRs and 24 PDQs for the East Asia world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Chinese (54)
Japanese (56)
Korean (15)
Manchu (4)
Mongolian (8)
Tibetan (8)

See Appendix D for a list of institutions by language participating in the survey.

Korean: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Fifteen LCRs from six institutions were completed for the Korean language. Korean was represented with the third highest number of LCRs in the East Asia world area behind Japanese and Chinese.

Korean: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed six LCRs for beginning-level Korean.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of the textbooks cited:

- *An Introductory Course in Korean* by Fred Lukoff (Seoul, Yonsei University Press: 1982). This textbook was listed by four professors and rated useful by three professors and very useful by one. One of the reviewers noted that a revised edition of this textbook may be available soon.
- *Speaking Korean I* by Francis Y.T. Park (Seoul, Hollym International Corporation: 1981 and 1984). Two professors listed two editions of this book. The one professor using the more recent edition rated it very useful. The older edition was rated useful.
- *Cho'Kup* by Hangukŏ Tokban (Seoul, Yonsei University Press: 1979). This textbook was rated useful.
- *Myundo Korean Part I* by Anthony Vandesande (Seoul, Myundo Language Institute: 1968). This textbook was also rated useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Of the four beginning-level Korean professors who listed the use of audiotapes in their courses, only one was using tapes which accompanied a textbook. This was the case for the audiotapes for *Speaking Korean I* by Francis Y.T. Park (the revised edition). The other three respondents were using locally-prepared tapes, which either loosely followed a textbook, or else were the invention of the Korean department.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Two beginning-level professors listed the use of videos. While one professor used unsubtitled Korean films for listening practice, the other used the television drama *Country Life* and the video *Bamboo Joints of Koreans' Lives* to introduce students to the Korean culture.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No beginning-level professors were using computer courseware at the time of the survey.

Intermediate Level

Professors completed four LCRs for intermediate-level Korean.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." No two intermediate level-professors were using the same textbook. All the textbooks were rated useful.

The textbooks cited are as follows:

- *Korean 2 - An Intensive Course* by Ki-Dawk Pak (Seoul, Yonsei University Press: 1980).
- *An Intensive Course in Korean II* by Chang-Hai Park (Seoul, Yonsei University Press: 1975). This book is in its eleventh printing.
- *Myundo Korean Part II* by Anthony Vandesande (Seoul, Myundo Language Institute: 1968).
- *Intermediate Korean* by Sung-Un Chang and Robert Miller (New Haven, Far Eastern Publications: 1959).
- *Korean Reader* by the Korean Language Institute (Seoul, Yonsei University Press: 1979).
- *A First Reader in Korean Writing in Mixed Script* by Fred Lukoff (Seoul, Yonsei University Press: 1982).

Audiotapes

Question 8 asked profesors to list audiotapes currently used. All five professors responding at the intermediate level listed using audiotapes. Two used tapes which accompanied textbooks; the other three were employing locally-produced audiotapes.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Three professors cited the use of videos---Korean films, and taped television programs. Videotapes for the intermediate level were a priority for four of five Korean professors. One respondent desired educational videos which would show every day life situations; another stated that videos coordinated with textbooks would be particularly helpful.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No computer courseware was being used at this level of instruction.

Advanced Level

Professors completed five LCRs for advanced-level Korean. One professor was responsible for four of the courses taught; the other professor was responsible for one.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Only one textbook was cited by the professors. Rated useful was *Korean Grammar for International Learners*, by Hobim Ihm, Kyung Pyo Hong, and Suk In Chang (Seoul, Yonsei University Press: 1988).

Audiotapes

Question 8 asked profesors to list audiotapes currently used. No advanced-level Korean professor listed the use of audiotapes.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. The professor who taught four advanced level courses used videotapes for one course.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No advanced level Korean professor used computer courseware.

The professor who was teaching four different advanced-level courses at the time of the survey did not list the use of any textbooks, due to the nature of the courses. The courses were intended to teach language for a specific purpose: "Readings in Korean Journals," and "Korean Narrative and Dramatic Literature" were two of the courses cited. For all four courses, the responding professor employed primary source materials. Reading texts from the press and literary sources, movie and play scripts were listed as the mainstays of course content. All such materials were called 'very useful' by the professor in question.

Korean: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced level textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

For the beginning level, videotapes and reading texts were cited equally. All professors rated the need at 3 or higher. As for beginning-level videotapes, professors desired materials that are suitable for students at the introductory level and which depict "real-life" situations. Professors also suggested that the videotapes accompany a textbook.

Audiotapes followed videotapes and reading texts in terms of demand by professors. They were listed five times and rated at 3 or higher. One professor suggested that audiotapes correspond to a textbook. Student reference grammars were cited with near equal frequency to that of audtiotapes.

Beginning-level textbooks were not in the highest demand by professors. Reviewer Song-Chul Kim notes that Fred Lukoff's revised introductory textbook is due out soon and that there are other "good entry-level textbooks available in the U.S." One professor suggested that new textbooks be "more conversational" and include more drills and exercises.

One beginning level professor rated the need for a dictionary at 5, but all other responding professors gave this item a 3 or lower.

Computer courseware and business language materials were the least voted-on items of the list. Four of six professors addressed each item; one professor rated the need for business language materials at a 4, the rest at a 3 or lower. The need for computer courseware received ratings of 3 or lower.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	2	0	0	2
Student reference grammar	2	0	3	0	1
Reading texts	3	1	2	0	0
Dictionaries	1	0	2	1	1
Business language material	0	1	0	2	1
Audiotapes	2	1	2	0	0
Videotapes	3	1	2	0	0
Computer courseware	0	0	1	0	3
Other					

Intermediate Level

A student reference grammar was the highest-rated item for intermediate level Korean. All five professors addressed the item; it received three ratings of 5, one of 4 and one of 3. One professor mentioned that the reference grammar should be "coordinated with the textbook."

Videotapes were the next area of concern for intermediate-level professors. The item received four ratings of 4 or higher with all professors addressing it. The videos should be "more recent," "introduce Korean culture" and be "suitable to the [intermediate] level."
Audiotapes were mentioned five times by professors. One suggestion was that audiotapes be well-suited to the students' levels of studies.

Although intermediate textbooks and reading texts were not cited in high demand, reviewer Kim believes they are the most needed materials at the intermediate level. The problems with the old texts and textbooks, according to Kim, include: overly simplified texts without "conceptual complexity", uninteresting topics and subject matter, and a "burdensome number of Chinese characters." One professor suggested that textbooks be "more up to-date" with "more drills."
Two professors at the intermediate level were concerned about the development of computer courseware. This item received a total of four ratings. No specific comments were made as to the desired orientation of the courseware.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	1	3	0	0	0
Student reference grammar	3	1	1	0	0
Reading texts	1	1	2	0	0
Dictionaries	1	2	0	0	1
Business language material	0	2	0	0	1
Audiotapes	1	3	1	0	0
Videotapes	2	2	1	0	0
Computer courseware	2	0	1	0	1
Other					

Advanced Level

Four of the five LCRs received cited a high need for advanced-level textbooks. According to professors, an advanced textbook should include a "collection of reading texts" and "up-to-date materials with glossaries and grammar notes."

Two LCRs cited the high (5) need for dictionaries. No comments were made as to the desired orientation of future Korean dictionaries, nor what the shortcomings were of the existing ones. Videotapes, which received one rating of 5 and one of 4, were not given a desired orientation by responding professors.

The remaining items on the list received either minimal ratings or were not addressed at all.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	3	1	0	0	0
Student reference grammar	1	0	0	0	0
Reading texts	1	0	0	0	0
Dictionaries	2	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	0	1	0	0	0
Videotapes	1	1	0	0	0
Computer courseware	0	0	0	0	0
Other					

Korean: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Korean. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Nine professors identified and rated the overall needs for the Korean language. The two materials cited most often by professors were textbooks and readers. Reading texts were listed ten times (intermediate five times, advanced three, and beginner twice), and were rated at 4 and at 5. The majority of professors desired readers based on dialogue and conversation. Reviewer Kim notes, however, that the supply of advanced reading texts is abundant because of the accessibility of authentic materials written in the Korean language. He believes that the demand for readers should not be so urgent since all that is required is that the materials currently available be compiled into student-oriented packets with the inclusion of notes, glossaries, etc.

Basic textbooks were cited four times and intermediate textbooks twice. The need for textbooks was rated at 4 and at 5. One professors described the need for textbooks for all levels which should be written by Korean linguists and teachers, but designed particularly for the needs of American students.

Audiotapes and videotapes were requested for the beginning level. Professors stated that these materials should accompany a new introductory textbook. Computer courseware, a reference grammar, and a workbook of drills and excercises were each listed once and rated at 4 or 5.

Korean: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Eleven program/center directors reported offering Korean language instruction at their institutions. Korean was listed once as a most important language in terms of materials development needs. In the East Asia world area, Japanese was listed most often (14 times) as a most important language. Chinese was listed eight times, and Tibetan twice.

The director who listed Korean as a most important language stated the need for a beginning-level textbook. The need was rated at 5.

Korean: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Textbooks

The following is a list of those individuals developing textbooks, readers, and dictionaries:

- Fred Lukoff is reportedly working on a revised edition of his textbook.
- Song-Chul Kim of the University of Washington is developing advanced reading texts with grammar and vocabulary notes.
- Young-Me Cho of Stanford University is currently compiling a collection of reading materials consisting of short stories, newspaper articles, etc., which will include a glossary and notes.

Audiotapes

The following is a list of those individuals developing audiotapes:

- Ji-Soo Kang of the University of Washington is preparing recordings of the main texts of Mr. Lukoff's textbook.

Computer Courseware

The following is a list of those individuals developing computer courseware:

- In Ae Kang of Indiana University is currently working on computer courseware for HyperCard which is designed for individual use and practice.

Other Information

The following is a list of individuals, organizations, and schools that develop and/or distribute Korean teaching materials:

- Clare You
  856 Hillside
  Albany, CA 94706
  Tel. (415) 525-3745

- Sangmie Schellstede
  Harvard University
  Tel. (617) 495-8377

World Area: East Asia
Language: Manchu

Introduction

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- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

East Asia World Area

NFLRC received 145 LCRs and 24 PDQs for the East Asia world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Chinese (54)
Japanese (56)
Korean (15)
Manchu (4)
Mongolian (8)
Tibetan (8)

See Appendix D for a list of institutions by language participating in the survey.

Manchu: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Four LCRs from two institutions were completed for the Manchu language. Manchu was represented with the least number of LCRs in the East Asia world area.

Manchu: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Due to the low number of LCRs received for Manchu, the two levels of instruction for which information was obtained will be treated together in this section of the report. It should also be noted that Manchu as a written language and Manchu as a spoken language will be combined in this single section despite the differences between the two.

Beginning and Intermediate Levels

Professors completed four LCRs for these levels. One professor reported teaching both levels of instruction and the others reported on only the beginning level.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The responding professors did not cite the use of any textbooks for Manchu courses. Two professors reporting on the beginning level indicated that no such textbooks now exist.

The reviewer of this survey rates Jerry Norman's dictionary as very useful. For advanced studies, the reviewer highlights the recently reprinted work of Julius Klaproth, a 19th-century anthology in Manchu script entitled *An Anthology of Manchu Text* (Osnabrück, Biblio: 1985), and *Emu Panggu Orin Sakda - I Gisun Sarkiyan* edited by Giovanni Stary into Latin transcription (Wiesbaden, Harrassowitz: 1983).

Audiotapes

Question 8 asked professors to list audiotapes currently used. The responding professors were not using audiotapes at either level of instruction. The reviewer of this report expressed the difficulty in obtaining audiotape and videotape materials noting, "Manchu is practically a dead language."

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. The professors were not using videotapes at either level of instruction.

Computer Courseware

Question 9 asked professors to list other audiovisual materials currently used. The responding professors were not using computer courseware.

Manchu: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, and advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

The development of a beginning-level textbook was one of three items identified as a high priority by all responding professors. All three rated the need at 5. One professor indicated a desire for textbooks which present grammar clearly, and contain practice exercises and reading texts.

Student references grammars was the second item to be cited as a high need. One professor reported the desire for these materials to include "detailed grammatical explanations and copious illustrations". No other desired orientation was given for these materials. These materials are reported not to be available in English.

The third item was reading texts. One professor commented that they should be "historical and folkloric texts." A second professor reported that authentic texts accompanied by parsed sentences, other commentary, and a glossary would be useful.

One professor reported that dictionaries are in high need. The professor suggested that there be an "enlargement of Jerry Norman's Concise Manchu-English Lexicon" but that it should include "Manchu script entries." The reviewer, Gyorgy Kara, believes this might make it too expensive, but that Manchu script could be Romanized at a reasonable way. Kara further comments, "there is no urgent need for new dictionaries (Jerry Norman's is very useful, but the student of Manchu can not avoid using Erich Hauer's large Manchu-German dictionary, the authentic Manchu-Manchu dictionaries, the Manchu Pentaglot, etc.).

Summary of Beginning-Level Material Needs

Materials	**5-H**	**4**	**3**	**2**	**1-L**
Beginning textbooks	3	0	0	0	0
Student reference grammar	3	0	0	0	0
Reading texts	3	0	0	0	0
Dictionaries	1	0	1	1	0
Business language material	0	0	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	0	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Intermediate Level

One professor reported on the needs for materials development at this level. Dictionaries figured highest among the items from the list of ten. This item received a rating of 5. The desired orientation for dictionaries was that they include "entries in Manchu script."

Rated at 3 were intermediate-level textbooks and reading texts. No comment was made as to the desired orientation of these items.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	0	0	1	0	0
Student reference grammar	0	0	0	0	0
Reading texts	0	0	1	0	0
Dictionaries	1	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	0	0	0	0	0
Videotapes	0	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Manchu: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Manchu. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Three professors identified and rated the overall needs for the Manchu language. A beginning-level textbook for the beginning level was cited by all three professors. They rated the need at 5. Student reference grammars for all levels of instruction were also listed by the three professors and rated at 5. Other materials cited include advanced dictionaries and reading texts for the intermediate and advanced levels.

Manchu: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Two program/center directors reported offering Manchu language instruction at their institutions. Manchu was not listed as a most important language in terms of materials development needs. In the East Asia world area, Japanese was listed most often (14 times) as a most important language. Chinese was listed eight times, Tibetan twice, and both Korean and Mongolian were each listed once.

One professor commenting on the "critical" need for Manchu materials, stated: "it should be kept in mind that Manchu is/was the spoken and literary language of the rulers of China during the Ch'ing period (1644-1911). Today, related dialects are spoken by a few thousand people in Xinjiang and in Manchuria. For practical purposes, Manchu is a 'dead' language of importance to academic research."

Manchu: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

No additional information was included for Manchu.

World Area: East Asia
Language: Mongolian

Introduction

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South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

East Asia World Area

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Chinese (54)
Japanese (56)
Korean (15)
Manchu (4)
Mongolian (8)
Tibetan (8)

See Appendix D for a list of institutions by language participating in the survey.

Mongolian: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Eight LCRs from three institutions were completed for the Mongolian language. Mongolian and Tibetan were fourth in the number of LCRs received in the East Asia world area. Japanese was represented with the highest number of LCRs (56), Chinese with the second highest number (54), and Korean with the third highest number of LCRs (15).

Mongolian: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Due to the limited number of surveys completed on the Mongolian language, both Spoken Modern Mongolian (Khalkha-Mongolian) and Classical Written Mongolian will be combined in this section.

Beginning Level

Professors completed five LCRs for beginning-level Mongolian, although one of the courses was described as a beginning-level Mongolian reading course.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." One responding professor listed no textbooks for the beginning level course he/she was teaching. The following is a list of textbooks for the beginning level:

- *Mongolian Language Handbook* by Nicholas Poppe (Washington, Center for Applied Linguistics: 1970). This textbook was rated useful.
- *Grammar of Written Mongolian* by Nicholas Poppe (Wiesbaden, O. Harrassowitz: 1954). This book was rated very useful. The reviewer considers it to be a "classical work for both beginners and teachers."
- *Classical Mongolian* by K. Grønbech and John R. Krueger (Wiesbaden, O. Harrassowitz: 1976). This was rated useful.
- *Mongol khelnii surakh bichig*, ed. by Choi (Ulan Bator, Lubsanjab: 1976). This textbook was added by the reviewer and was considered to be "the best primer for the spoken language." This can be obtained in xerox form through the Central Eurasian Department of Indiana University.
- *An Introduction to Modern Mongolian* (prepared at the University of Toronto).

The following series of books are unpublished, but more information can be obtained by contacting W. Schlepp, East Asian Studies, University of Toronto, Toronto, Canada M5S1A5.

- *Classical Mongolian Grammar*
- *Classical Mongolian Grammar: Excercises*
- *Classical Mongolian: Texts and Vocabuaries*

The reviewer also mentioned the textbooks of Professor J.G. Hangin, and called them "still useful."

Audiotapes, Videotapes, and Computer Courseware

Questions 8-11 asked professors to list audiotapes, videotapes and computer coursware currently used. None of these materials were listed at the beginning level. The reviewer notes that videotapes of Mongolian films, TV-reports, and radio programs would promote students' work. Also, software for typing and printing script is available but difficult to obtain.

Intermediate Level

Professors completed two LCRs for intermediate-level Mongolian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Again, because of the nature of the courses, no textbooks were used. For the other course, the responding professor cited the same textbooks as listed in the beginning level section of this report.

Audiotapes, Videotapes, and Computer Courseware

Questions 8-11 asked professors to list audiotapes, videotapes, and computer courseware currently used. None of these materials were begin used at this level.

Advanced Level

One advanced level course and one Mongolian poetry course will be treated in this section.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Unfortunately for the survey, no new books were listed as in use for these courses. It would appear that the professor in question used the three books cited above for his/her beginning, intermediate, and advanced level courses.

The reviewer of this report mentioned one work, a large anthology of Mongolian literature called *Mongγol uran jokyal-un degeji Jaγun bilig* edited by C. Damdinsürüng (Ulan Bator: 1959). Also cited were two 19th-century chresthomaties edited by A. Pozdneev and J. Kowalewski and the Harvard Scripta Mongolica series.

Audiotapes, Videotapes, and Computer Courseware

Questions eight-11 asked professors to list audiotapes, videotapes, and computer courseware in use. None of these materials were listed at this level.

Mongolian: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, and advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

For the beginning level, professors placed in high priority the need for reading texts and dictionaries. The desired orientation of the reading texts according to one professor was for "authentic texts in calligraphic script," with "appropriate philological commentary." One professor suggested that reading texts include "facsimile texts in different styles—a wide sampling." Glossaries with grammatical commentary are needed to accompany reading texts, was another comment. As for dictionaries, one professor cited the need for an "updated" dictionary of classical Mongolian. The other stated that a dictionary should include "written Mongolian script and Cyrillic script."

The need for student reference grammars was rated highly by two professors. One of the professors stated that N. Poppe's Grammar of Written Mongolian needs updating.

One professor rated highly the need for textbooks. "No such textbook for classical Mongolian now exists," was the comment.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	0	0	0
Student reference grammar	2	0	0	0	0
Reading texts	3	0	0	0	0
Dictionaries	3	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	0	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Intermediate and Advanced Levels

Professors agreed on the high need for dictionaries at these levels of instruction. No further comments were directed toward this item.

Reading texts and student reference grammars were the only other items cited as a high priority in need of development. Both received one rating of 5.

Summary of Intermediate- and Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	0	0	1	0	0
Advanced textbooks	0	0	0	0	0
Student reference grammar	1	0	0	0	0
Reading texts	1	0	1	0	0
Dictionaries	2	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	0	0	0	0	0
Videotapes	0	0	0	0	0
Computer courseware	0	0	0	0	0
Other: glossaries	1	0	0	0	0

Mongolian: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Mongolian. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Four professors identified and rated the overall needs for the the Mongolian language. The four materials in need of development listed by the professors are: dictionaries, reading texts, textbooks, and reference grammars. Dictionaries were listed by all four professors and rated at 5. Basically, the need was for advanced dictionaries, and one professor specified the need for an English-Mongolian dictionary.

Readers for all levels of instruction were listed three times and rated at 5. Two professors cited textbooks for the beginning and intermediate levels in need of development. The desired orientation was for textbooks that contained English explanations. The need was rated at 5. A student reference grammar for the beginning level was cited once and rated at 5.

Mongolian: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Three program/center directors reported offering Mongolian language instruction at their institutions. Mongolian was listed once as a most important language in terms of materials development needs. In the East Asia world area, Japanese was listed most often (14 times) as a most important language, Chinese was listed eight times, and Tibetan twice.

Commenting on the materials needed for the Mongolian language, the director placed as a high priority the development of an intermediate reader. The need was rated at 4.

Mongolian: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

The reviewer notes that a more practical primer of the classical language in the vertical script is planned by Professor Igor de Rachewiltz of Canberra, but the date of its arrival is unknown.

Gyorgy Kara of Indiana University is developing reading texts with a glossary.

World Area: East Asia
Language: Tibetan

Introduction

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The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

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Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

East Asia World Area

NFLRC received 145 LCRs and 24 PDQs for the East Asia world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Chinese (54)
Japanese (56)
Korean (15)
Manchu (4)
Mongolian (8)
Tibetan (8)

See Appendix D for a list of institutions by language participating in the survey.

Tibetan: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Eight LCRs from three institutions were completed for the Tibetan language. Tibetan and Mongolian were represented with the fourth highest number of LCRs in the East Asia world area behind Japanese, Chinese and Korean.

Tibetan: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed three LCRs for beginning-level Tibetan. One professor taught the spoken language, one taught an intensive summer course for the study of the literary and spoken language, and the third dealt specifically with literary Tibetan.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." No two professors used the same textbook. The seven books listed by professors are listed below, with the judged overall effectiveness.

- *Fluent Tibetan*, a work being developed and used by William Magee, was judged to be very useful and is available from the author at the University of Virginia.
- *Translating Buddhism from Tibetan* by Joe Wilson (Ithaca, Snow Lion: 1992) was mentioned by William Magee as being an "excellent grammar reference" for the Tibetan language for both the novice and intermediate levels.
- *Essential Tibetan Grammar Paradigms* developed at the University of Virginia by Elizabeth Napper was rated very useful as well. No comment was made as to the availability of this textbook.
- *Introduction to Classical Tibetan* by Aris and Philips (Aris and Philips UK: 1991) was rated useful.
- *Lehrbuch der Klassischen Tibetischen Schriftsprache* by Michael Hahn (Bonn, Indica et Tibetica Derlag: 1985) was called very useful by the professor using it.
- *Modern Spoken Tibetan Lhasa Dialect* by M.C. Goldstein (reproduced by Ratna Pustak Bandar Kathmandu, Nepal: 1978) was rated less useful by the professor using the work.
- *Tibetan for Proficiency*, a work being developed and used by a responding professor, was called "less useful, so far" and is as not yet available to other LCTL programs.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Two of three beginning-level Tibetan professors listed the use of audiotapes. While one professor was using self-designed tapes which would accompany his to be published textbook, the other professor in question used locally-produced tapes.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. No professor of Tibetan at any level cited the use of videotapes. The remark from one participant was "are you kidding?" Except in one case, videos were not a priority for professors, vis-à-vis materials needed. The reviewer of this survey expressed the need for videotape material as a "high priority" for students of Tibetan of all levels, because the videotapes not only help the students improve their listening skills, but they also allow the students to observe and mimick pronunciations, facial movements, intonations, and body gestures of indigenous speakers.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor at any level cited the use of computer courseware. The need for the development of computer courseware was not a priority for Tibetan professors. Of eight LCRs received, only one addressed the need for computer courseware. The reviewer stressed the importance of computer courseware, but acknowledges that there is no such material available.

Intermediate Level

Professors completed two LCRs for intermediate-level Tibetan. One course was called "Readings in Tibetan" and the other was "Literary and Colloquial Tibetan."

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." In neither of the courses were textbooks used.

Audiotapes, Videotapes, and Computer Courseware

Questions 8-11 asked professors to list audiotapes, videotapes and computer courseware currently used. None of these materials were listed as in use at the intermediate level.

Advanced Level

Professors completed three LCRs for advanced-level Tibetan.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful."

One professor was teaching a course called "Readings in Tibetan Literature." No textbooks were used for this course, and the professor in question did not indicate a high need for these materials for the course.

The other survey participant, teaching a course called "Literary and Spoken Tibetan" at the time of the survey, was using the following textbooks:

- *Lectures on Tibetan Religious Culture* by Geshe Lundup Sopa (Madison, University of Wisconsin: 1972). This book was rated useful by the professor using it.
- *A Manual of Spoken Tibetan* by Kun Chang and Betty Shefts (Seattle, University of Washington Press: 1964) was rated useful as well.

The professor teaching the two courses called "Literary and Spoken Tibetan" also used "indigenous reading materials." These were judged to be very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor of the course entitled "Literary and Spoken Tibetan" used the accompanying audiotapes for the textbook, *A Manual of Spoken Tibetan*, as well as a personal collection of recorded oral exchanges and debates in Tibetan.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. Neither of these materials were mentioned at this level.

Tibetan: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, and advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

For the beginning level, textbooks and student reference grammars were the greatest demand as reported by professors. These two items each were listed twice and received ratings of 5.

Comments by one professor as to the desired orientation of the textbooks indicated that the text should be "proficiency-oriented: more communicative, with authentic texts," using "both colloquial spoken and modern and classical written styles, [placed] side-by-side." The text should include "lots of visual aids (drawings, maps, photos)." Another beginning-level professor desired a textbook which would "include in-depth analysis of Tibetan parts of speech, morphology and syntax" with "graded exercises based on indigenous sources."

As for the student reference grammar, the comment was made that no such work currently exists. None of the professors at the beginning level indicated a desired orientation for a reference grammar.

One professor indicated a high need for audiotapes, videotapes, and computer courseware. The professor who rated these items indicated that videotapes "in Tibetan, filmed in Tibetan communities" would be most helpful. The two other professors rated the need for development of these same materials at 1, the lowest rating on the scale.

The need for development of reading texts and dictionaries was rated high (4) by one professor. The two other professors rated the need at 1. None of the professors indicated a desired orientation for these materials.

The need for business language materials in Tibetan received the lowest rating. One professor rated the need at 3. The other two professors assessed the need at 1. No professor reported a desired orientation for business language materials.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	2	0	0	0	1
Student reference grammar	2	0	0	0	1
Reading texts	0	1	0	0	2
Dictionaries	0	1	0	0	2
Business language material	0	0	1	0	2
Audiotapes	1	0	0	0	1
Videotapes	1	0	0	0	1
Computer courseware	1	0	0	0	2
Other					

Intermediate Level

One professor responding for intermediate-level Tibetan instruction reported a low need (1) for all of the types of materials listed. This professor gave no information as to the desired orientation for future materials developed.

Another professor indicated that textbooks, student reference grammars and audiotapes were the three materials in greatest need of development. These materials each received a rating of 5. According to this professor, the intermediate-level textbook should include a discussion of grammar points. The desired orientation of the student reference grammar was that it have "clear and indexed examples of grammar structures." Audiotapes should include "colloquial conversation."

This professor rated the need for development of dictionaries at 4. The need for development of reading texts was rated by this professor at 2. No desired orientation was given for these materials.

Business language materials, computer courseware and videos each received a rating of 1 by both professors. No desired orientation was given for these materials.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	1	0	0	0	1
Student reference grammar	1	0	0	0	1
Reading texts	0	0	0	1	1
Dictionaries	0	1	0	0	1
Business language material	0	0	0	0	2
Audiotapes	1	0	0	0	1
Videotapes	0	0	0	0	2
Computer courseware	0	0	0	0	2
Other					

Advanced Level

Only one of the three professors for advanced-level Tibetan instruction indicated a high need for development of any materials. This professor indicated a high need (5) for development of advanced textbooks, student reference grammars, reading texts and dictionaries. A second professor rated the need for development of these same materials as 1. The professor who indicated a high need for development of textbooks commented that an advanced-level textbook should be "more oriented toward actual use of the language." At all levels of Tibetan instruction, professors showed concern for the development of advanced-level textbooks. One professor commented that advanced level texts are "nonexistent," and that "dialogues and drills for the advanced level" are needed.

The need for the development of business language materials, computer courseware, videos and audiotapes was responded to by only one professor who rated a need of 1 for development of these materials. This professor did not give a desired orientation for any of these materials.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	1	0	0	0	1
Student reference grammar	1	0	0	0	1
Reading texts	0	0	0	0	1
Dictionaries	1	0	0	0	1
Business language material	0	0	0	0	1
Audiotapes	0	0	0	0	1
Videotapes	0	0	0	0	1
Computer courseware	0	0	0	0	1
Other					

Tibetan: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Tibetan. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Five professors identified and rated the overall needs for the Tibetan language. Textbooks were cited most often by professors. Four professors listed advanced textbooks and rated the need at 4 and 5. The desired orientation at the advanced level was for colloquial textbooks. As for beginning-level textbooks (listed twice and rated at 5), the need was for a basic textbook. The intermediate level was not cited.

Reference grammars for the intermediate and advanced levels were also cited with some frequency and were rated at 4 and 5. Advanced dictionaries were listed twice and rated at 5. Audiotapes for the advanced level and videotpes for the intermediate level were each cited once and rated at 5.

Tibetan: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Seven program/center directors reported offering Tibetan language instruction at their institutions. Tibetan was listed twice as a most important language in terms of materials development needs. In the East Asia world area, Japanese was listed most often (14) as a most important language, Chinese was listed eight times, and both Korean and Mongolian were each listed once. Manchu was mentioned as a most important language.

Commenting on the materials needed for the Tibetan language, directors listed the following: beginning-level textbooks, and colloquial textbooks, literary texts, reference grammars, and dictionaries for the advanced levels.

Tibetan: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Christopher I. Beckworth of Indiana University is working on an elementary text which he notes as in its "primitive" stage.

L.W.J. van der Kuijp of the University of Washington is devloping a basic textbook for classical Tibetan which will include graded exercises and detailed grammatical notes.

William Magee of the University of Virginia is developing beginner and intermediate colloquial texts that are dialogue and drill based.

The University of Virginia is reportedly developing a dictionary as well.

Melvin Goldstein was reported to be working on various textbooks and dictionaries. The University of Berkeley Press was cited as the possible source of these materials.

Review by World Area: Eastern Europe and Former Soviet Union

One professor from each of the eight world areas (six of the eight responded) was asked to write an overview of priorities on a world area as a whole. Professors were chosen a) based on their expertise and accessibility to information regarding trends in instructional materials development in their particular word area, and b) regardless of whether they had already contributed as a survey respondent or as a reviewer by language. The reviewers were asked to address the following questions in their overview:

- Which languages within your world area are adequately served with instructional materials?
- Which languages are in need of additional materials, and specifically, what kind of materials are needed?
- What languages will increase and decrease in importance during the 1990's.
- Who is currently developing new instructional materials for your world area languages, and what materials are already in print?
- What problems may exist for material creation and implementation?

Project staff worked with reviewers to ensure that the overviews demonstrated adequate breadth, depth and style.

The Languages of Eastern Europe
Charles E. Gribble (Ohio State University)

Based upon the responses from teachers and center directors, and upon my own knowledge of the materials for the area gained both as a teacher of these languages and as the editor/owner of the largest North American publisher of such materials, I would have to say that none of the languages is adequately served by the existing materials. On the other hand, there are major differences in just how deficient existing materials are.

For example, Polish has decent beginning and intermediate grammars, is about to have an advanced course published, and has four adequate-to-good and readily available dictionaries: two Polish-English and two English-Polish. It also has several other materials in less-than-ideal format (e.g., a reference grammar in Polish, conversation books), but they exist. On the other hand, for Slovak we have only a beginning to intermediate textbook: no adequate dictionaries or other materials.

The question of which languages are most in need of materials development is tied closely to the question of which languages will gain in importance and which will diminish. While one might argue that since all ten of the languages under consideration are now the language of an independent state (or states, in the case of Serbo-Croatian), they will gain in importance, I do not believe that this is necessarily so. For some of the smaller states, it will probably be inevitable that they adopt a world language as their language of business and international communication (German and English above all). Some states which until recently used another East European language as an intermediary (Slovakia used Czech, Slovenia and Macedonia used Serbo-Croatian), will go directly to the world language. I believe that, given historical and economic factors, we are likely to see German become the primary business language in Poland, the Czech and Slovak Republics, Hungary, Slovenia, and

Croatia. Romania is likely to opt for French, and whether Albania, Bulgaria, Macedonia, and Serbia put more emphasis upon German or English is still an open question. Probably English will be the most important language for culture and German for business.

I realize that these views will not be popular with the boosters of the languages involved, but we can already see major German inroads in the six republics named above, and Romania has always made a point of using French internationally. While some persons who expect to spend long periods in the countries will need to learn the languages, most businesspersons will need to deal with more than one country in the region and will not have the time to learn two or three languages. It is more likely to be scholars and persons with abiding interests in an area who will study the languages (plus, in many cases, Americans of the given ethnic background).

The question of the importance of the languages comes down to a question of economic and political importance. The only state with a large enough population and a strategic location that ensures political importance is Poland, with 36 million inhabitants. With two-thirds the population of France and economic reforms which are well advanced, Poland is likely to play a significant role in the next decades, and its language will probably be by far the most important.

Czech and Hungarian, with about ten million speakers each, and with relatively advanced economic reforms, are also likely to be of some significance. Romanian has over 20 million speakers, but it is geographically isolated from Western Europe and economic reforms seem to be going nowhere. The same applies to Bulgarian and its nine million speakers. Albanian with five million or so speakers (depending upon who is counting and where), Slovak with the same number, Slovenian and Macedonian with two million or less each (plus a significant degree of bilingualism with German in Slovenia) have neither the numbers nor the economic and political importance to command a lot of attention. Serbo-Croatian has a total of sixteen or seventeen million speakers in at least two variants, but after the present war ends, the largest single state (Yugoslavia/Serbia) will probably have a population of no more than ten million (and perhaps much less) with a ruined economy. Linguistic nationalism is already turning Serbo-Croatian into at least two different languages, and this is likely to intensify.

We may thus set up four levels of importance for the languages of the world area: 1) Polish; 2) Czech and Hungarian; 3) Bulgarian, Romanian, and Serbo-Croatian; 4) Albanian, Macedonian, Slovak, and Slovenian.

For several of the languages, market forces will probably help to take care of basic materials needs: another Czech textbook has come out, another Bulgarian textbook is in the test-teaching stage, several works for Slovenian are in progress (as indicated in the report) or even out (the student reference grammar by Derbyshire, which appeared in June of 1993). In other cases, it may well require some subvention to get people to write materials (especially dictionaries and reference grammars, as well as advanced courses).

A number of respondents indicated the need for "more affordable" materials. In some cases this could perhaps be taken care of by leaning on publishers and authors who have received public money (OE, NEH, etc.) to moderate their prices (I see no justification at all for the prices currently being charged for Benson's Serbo-Croatian-English and English-Serbo-Croatian dictionaries by the University of Pennsylvania Press, for example).

In other cases, a reasonable reworking of existing materials would meet needs: for example, perfectly adequate Bulgarian-English and English-Bulgarian student dictionaries exist, but they have no stress marks or grammatical information. There would be no need to write new dictionaries, since the existing ones could be edited relatively rapidly and the missing information entered. In other cases, existing works could be used in conjunction with grammatical references (e.g., very good large dictionaries for Slovenian to and from English and Bulgarian to and from English exist; instead of trying to commission new works, see that an orthographic/orthoepic dictionary for each of these languages is available (they both exist, but are currently out of print). Using the two books would not be as handy as using one, but since large Slovenian and Bulgarian dictionaries for English-speakers are never likely to be commercially feasible, it is better to have something adequate available than to hold out for that which will never be.

Some of the respondents were unreasonable in their demands. For example, the need for a Czech-English dictionary was cited, but there exists a very good, large Czech-English dictionary (ed. Ivan Poldauf, Prague, 1986; there is also a good large English-Czech dictionary in two volumes by Bretislav Hodak) which meets virtually all needs of the English-speaking students except for grammatical information. It would not be worth tens or hundreds of thousands of dollars to do a new Czech-English dictionary which would have very limited sales, when adding an orthographic dictionary or a Czech-Czech dictionary (e.g., Slovnik Spisovne Cestiny, Prague 1978 and following editions: a grammar and dictionary for Czech speakers) would supply the grammatical information without much additional cost and would give the student an additional tool at the same time.

Thought needs to be given to the problem of making materials available on a continuing basis. While Polish, Czech, and Hungarian basic courses and dictionaries will sell enough to make them inviting for publishers, a beginning course in Slovenian or Macedonian, not to mention an intermediate course, is much less likely to find commercial sponsorship. We need to take steps of the sort that Leon I. Twarog at Ohio State University took to ensure the supply of Individualized Instructional Materials for many of these languages: the publications would be put into a non-profit university center, where they can benefit from many cost savings. They should also be put in the ERIC system, which will ensure that they never go out of print and are always available.

Software probably should not get a lot of financing at this time, because of specific factors. First, the academic computing world is split between MS-DOS, Windows, OS/2, and the Macintosh, and this is likely to continue for the foreseeable future. Second, computers and software in general are evolving so fast that software becomes obsolete very rapidly. Materials written six years ago for the Apple II, which was the most popular machine for courseware at that time, are likely to have few users today: first, because few universities still have Apple IIs around, and second, because today's software allows the author to do so much more. Whereas a reference grammar or a dictionary published six years ago is still in its comparative youth, software is antiquated.

Finno-Ugric and Central Asian Languages
Materials Development Needs
Jeff Harlig (Indiana University)

Finnish
Adequate if not ideal materials for Finnish are available from Finland. Finns should be primarily relied upon to develop new materials.

Hungarian
The needs of introductory Hungarian are being increasingly well-met by materials from Hungary. There is still a need to develop intermediate and advanced materials that use modern teaching methodology and reflect the recent changes in the society. Moreover, they must prepare students to function in academic settings, since increasing numbers of students are going to Hungary to study, do research, teach (English), and consult. Harlig favors support for preparation of upper-level materials by colleagues in the United States.

Estonian
Estonian is lagging far behind, but we could expect to see some acceptable materials from Estonia in two to four years. It could take about as long to try to develop the materials domestically, so it's difficult to say who should do it.

Central Asian languages
Central Asian languages are a different story, according to the author. There are two big obstacles to the development of modern materials for the Central Asian languages. The first is the stifling tradition of language teaching and materials development that most (post-) Soviet linguists and language pedagogues have learned and cling to. He observes that it is unlikely that we will see good indigenously produced materials in the next several years for Uzbek and Uygur (likewise for Kazakh, Tajik, etc.). This means that the materials must be produced in the U.S., or at least, somewhere else in the west. The second problem is that in the U.S. there is also a tenacious clinging to the tradition of the largely passive learning of these languages, using the grammar-translation method. In fact, he has witnessed what he would term hostility towards the notion and methods of communicative language teaching. Harlig cites the development of Uzbek proficiency guidelines as proof that there is hope for overcoming this problem.

Harlig espouses the view that even if the materials designated as important in the survey were to be developed, under present conditions they would be for the most part inadequate. If there is a serious desire to prepare good materials for these languages, he continues, there should be funding for native experts and U.S. graduate trainees in these languages to get training and indoctrination in modern western language teaching and principles of second language acquisition, not simply further training in the languages themselves.

He feels that materials should be developed for these languages (and indeed, for any other language) so that the total suite of materials available to the teacher is similar to what is available for English-as-a-second-language teaching. In other words, instead of trying to fit all skills and functions into a single text, there should be a basic textbook which is supplemented by a constellation of booklets or materials such as: focused practice in the four skill areas (reading, writing, listening, speaking); colloquial speech forms and conversational formulae; grammar practice; and specialized vocabulary for particular fields, among others.

Turkic Language Materials:
Review of Status and Needs for the LCTL Survey
Larry Clark (Indiana University)

Current Status of Turkic Language Materials

Turkic languages are spoken by approximately 150 million people in Eurasia, falling within several geographical areas of the world: East Asia (Uygur, Kazak, Kirgiz); Eastern Europe and Former Soviet Union (Turkmen, Uzbek, Karakalpak, Kirgiz, Kazak, Altay, Tuva, Khakas, Yakut, Bashkir, Tatar, Chuvash); and Middle East and North Africa (Turkish, Azeri).

Familiar geopolitical and demographic arguments support a case for defining as especially critical five of the Turkic languages that have a national status (Azeri, Kazak, Turkish, Uygur, Uzbek) and as critical three of them (Kirgiz, Tatar, Turkmen). Moreover, the fact that more than three instructional surveys were returned for only Turkish and Uzbek, while this reviewer provided surveys for the other six languages, identifies Turkic language as among the *Least* Commonly Taught Languages.

Among these critical Turkic languages, an adequate instructional corpus exists only for Turkish. Soon-to-appear introductory (by Güliz Kőroglu) and intermediate (by Erika Gilson) communicative textbooks will respond to needs voiced by survey respondents for improved textbooks at those levels. The American Association of Teachers of Turkish has produced "Proficiency Guidelines for Turkish" (based on ACTFL guidelines) and has encouraged a number of young teachers to incorporate communicative techniques into their instruction. Good to excellent grammars and dictionaries also exist for research requirements. All of these developments should be supplemented and supported. Those in the field are aware of an urgent need for better audio-visual materials. Nonetheless, Turkish language materials now meet or soon will meet most basic instructional and research needs.

For the other seven Turkic languages defined above as especially or otherwise critical (Azeri, Kazak, Kirgiz, Tatar, Turkmen, Uygur, Uzbek), the prospects for instruction and research are dismal to bleak, with a few hopeful signs. Instruction in these languages nearly always relies on phrasebooks, self-study "textbooks" and "school" dictionaries of various kinds using grammar-based or other outmoded methodologies and published in Russian or one of the national languages. Similarly ill-conceived English-language materials exist or may be in the making for Uygur, Uzbek, and several of the other languages. Nearly all materials for Turkic languages have been produced by national instructors or scholars without training or experience in communicative or other effective approaches to teaching and learning. Only now are textbooks based on the communicative approach being prepared for Azeri and Turkmen. Adequate reference works (grammars and dictionaries) do not exist in English for any of these languages.

This review consists of a brief discussion of the continuing importance of Turkic languages and an assessment of needs for instructional and research materials. Although defined as critical, Turkish is omitted from this review for the reasons that instruction is offered at more than twenty institutions (sufficient relative to its importance) and that adequate or better instructional and research materials exist or soon will exist.

Increasing Importance of Critical Turkic Languages

The seven Turkic languages identified above as critical merit that status by their association with significant geopolitical and sociocultural factors, including their distribution in regions of current or potential international conflict; their status as national languages in countries or regions with major resources (oil, gas, precious metals, textiles, labor surplus), military power, or strong leadership; their unifying function for groups that identify with a nation or with supra-national entities; and others. Such considerations indicate that four especially critical Turkic languages (Azeri, Kazak, Uygur, Uzbek) will continue to increase in importance in the 1990s.

Several of these languages will increase in importance as factors of national identity and realignment within their own regions. Uzbekistan already has taken an aggressive role in regional conflicts; its intervention in Tajikistan's civil war, partially in response to unrest among its own Tajik population, has redefined relations in the region. Kazakistan's current leadership manages a potentially explosive issue of partition between its roughly equal Kazak and Russian populations. Moreover, its military prowess makes it a possible broker in regional conflicts. The continuing war between northern Azerbaijan and Armenia has postponed consideration of reunion with the 14 million Azeris of southern Azerbaijan, a prospect certain to arouse confrontation with Iran.

The change of economic and political leadership currently underway in the People's Republic of China will encourage claims to greater autonomy or possibly independence among the Uygurs and other national minorities. Factors of language (Uygur, Kazak, Kirgiz—all in Arabic script), religion (Islam), and history (Turkestan—a concept that includes Central Asia and Xinjiang), combine to orient the Uygurs and other Turkic peoples of the Xinjiang-Uygur Autonomous Region toward Central Asia rather than toward China. Aware of their imminent submersion among Chinese (Han) immigrants to Xinjiang and of the removal of local resources, Uygurs, Kazaks, and other Turks of the region likely will turn to Central Asian Turkic and South Asian Islamic neighbors for support. The interethnic tensions stemming from socioeconomic problems and from traditional hatred for the Han Chinese that in recent years have erupted in violence (beatings, bombings, rebellions) will increase.

These Turkic languages also are important because of their role in initiatives taken by Turkey to forge economic, social, and political ties with dominant Caucasus and Central Asian Turkic republics. These republics, in turn, are playing their Russia, Iran, and Turkey cards in their own best interests. Although it is unlikely that these republics ever will alter their language and culture policies to conform with Turkey's "Big Brother" expectations, this emerging network changes diplomatic, economic, and other relationships in the region, and highlights the importance of language issues.

Not one of the seven Turkic languages identified here as critical will diminish in importance in the 1990s. Although smaller in number of speakers, Kirgiz and Turkmen are the national languages of newly independent countries that figure prominently in regional economic and political networks, as well as in emerging world area realignments. Tatars, who have a longer tradition of cultural and political agitation than most other Turkic peoples, continue to press for independence from the Republic of Russia. Even less conspicuous Turkic languages will increase in importance; for example, Yakut (Sakha), which is spoken in Russia's eastern Siberia region, is a symbol of national identity for the small local population of the self-proclaimed Republic of Sakha, rich in diamonds and other resources and eager for foreign investment.

Turkic Language Materials Needs

The following consists of a brief assessment of the current status of and prospects for instructional and research materials for each language—first for the most critical (Azeri, Kazak, Uygur, Uzbek), and second for the less critical (Kirgiz, Tatar, Turkmen) Turkic languages; an identification of urgent needs; and an indication of work-in-progress known to the reviewer.

In this reviewer's opinion, even recognition of the critical role of these Turkic languages likely will not lead to preparation of all or even a reasonable number of the needed materials. Because Turkic languages never have received adequate attention from government and academic institutions in this country, their study suffers from a severe shortage of specialists, instructors, courses, language materials, and funds. The current spark of interest in such materials seems to be linked to promotion of the "Former Soviet Union" paradigm by "Former Sovietologists;" consequently, when the dust of retraining and reemployment begins to settle, attention to Turkic studies quickly will fade.

In the meantime, the funds being made available by various government sources to produce needed materials certainly could result in the hasty compilation of ineffective works that purportedly answer the needs which then will be checked off the list. The fact is that very few of the specialists working on any Turkic language (except Turkish) have training or experience in instructional methodology, which affects the quality of their products.

On the positive side, at least two initiatives merit attention. First, the U.S. Peace Corps commissioned the writing of four manuals of Turkic language materials (Kazak, Kirgiz, Turkmen, Uzbek) that were competency-based and expressly intended as instructional materials for national-born teachers trained in ESL methodology. These manuals represent approaches to teaching and learning that need to be encouraged. Second, the Center for the Advancement of Language Learning has established a project at Indiana University for the development of Turkmen language materials that will follow the communicative approach and incorporate proficiency-based assessment. The instructional materials for introductory and intermediate Turkmen that will emerge from this project may contribute to the formulation of subsequent Turkic language projects.

Readers should keep in mind that the following summary assessment of needs is based in the LCTL survey's few responses for Uzbek and on the reviewer's own evaluations for the other six Turkic languages defined as critical.

- Introductory, Intermediate and Advanced Textbooks, based on communicative principles, are needed urgently for Kazak, Uygur, and Uzbek, all of which are or will be taught at three levels. Introductory and Intermediate Textbooks are needed for Azeri, Kirgiz, and Tatar, while Advanced Textbooks may be needed for Azeri, Kirgiz, Tatar, and Turkmen. Communicative textbooks appropriately will include business language and other cultural materials, alleviating the need for these, and will be provided with audiotapes. Interactive Computer Software ought to accompany each of these courses and also should respond to some of the immediate needs for videotaped materials.

- Dictionaries are needed urgently for Azeri, Kazak, Uygur and Uzbek, but also for Kirgiz, Tatar and Turkmen. These dictionaries should contain a minimum of 40,000 entries and all essential phrases for research in and translation of authentic texts. Smaller dictionaries, which are wholly inadequate for those tasks, will be generated naturally in communicative textbooks and readers.

- Reading Texts are needed urgently for Azeri, Kazak and Uygur, and less urgently for Tatar, Turkmen and Uzbek. These should be authentic and accompanied by Instructional Materials at the introductory and intermediate levels; such aids also are needed for existing collections of texts in Kazak, Kirgiz, and Uzbek.

- Grammars are needed for Azeri, Kazak, Uygur and possibly Uzbek. As reference works, these grammars ought to aid research and translation through rigorous yet accessible description and an abundance of illustrative material drawn from a range of writing styles. The need for student reference grammars may be met by the sum of grammatical explanations in textbooks.

Azeri The Azeri course under preparation at the Foreign Service Institute provides a solid foundation for communicative teaching and learning. The widely held perception that Azeri essentially is a variant of Turkish helped to detain the preparation of needed materials, but the recent institution of Azeri instruction at Indiana University and University of California at Los Angeles indicates a shift in this view. An urgent need exists for the following materials on Azeri:

- Intermediate Textbook–communicative (possibly being prepared by FSI)
- Advanced Textbook–communicative (possibly being prepared by FSI)
- Computer Software–interactive
- Dictionary–research (minimum 40,000 entries)
- Reading Texts for Introductory and Intermediate Levels–authentic

Kazak Recent interest in Kazak has resulted in the production of several instructional aids, one of which meets a need for reading texts in the journalistic style of the standard language. Greater access to the Republic of Kazakistan and opportunities for cooperation with its language specialists will facilitate preparation of the following urgently-needed materials:

- Introductory Textbook–communicative
- Intermediate Textbook–communicative
- Advanced Textbook–communicative
- Computer Software–interactive
- Dictionary–research (minimum 40,000 entries)
- Reading Texts for Introductory and Intermediate Levels–authentic; Instructional Materials at Introductory and Intermediate Levels for the *Kazakh Newspaper Reader* by John Krueger (Teaching Aids for the Study of Inner Asia 9, Bloomington, Indiana University, Research Institute for Inner Asian Studies: 1980).

Uygur The corpus of English-language works dealing with this language is larger than for any other Turkic language except Turkish. However, most of them deal with what they call "east Turki," a collective name for many of the Turkic dialects of eastern Central Asia that are served today by a standard Uygur in Xinjiang and in Kazakistan. Materials devoted to this standard do not meet instructional or research needs. The greater current access to the region and its people and scholars removes most barriers to the preparation of the following urgently-needed materials on standard Uygur:

- Introductory textbook–communicative
- Intermediate Textbook–communicative
- Advanced Textbook–communicative
- Computer Software–interactive
- Dictionary–(minimum 40,000 entries)
- Reading Texts for Introductory and Intermediate Levels–authentic

Uzbek Although Uzbek has attracted the attentions of language specialists for several decades, to date effective instructional and research materials have not been published. Completion of a project to draw up "Proficiency Guidelines for Uzbek" and the holding of several workshops aimed at producing proficiency-based instructional materials should be viewed as positive developments; however, none of the participants in these activities is known to be preparing such materials. It is anticipated that even if the current flurry of activity results in the publication of one or more introductory or intermediate textbooks, the urgent needs for materials in Uzbek will remain:

- Introductory textbook–communicative
- Intermediate Textbook–communicative
- Advanced Textbook–communicative
- Computer Software–interactive

- Dictionary–(minimum 40,000 entries)
- Instructional Materials at Introductory and Intermediate Levels for the *Chrestomathy of Modern Literary Uzbek* by Ilse Laude-Cirtautus (Wiesbaden, Otto Harrassowitz: 1980) and the *Uzbek Newspaper Reader* by Nicholas Poppe, Jr. (Uralic and Altaic Series 18, Bloomington, Indiana University Publications: 1962).

Kirgiz Apart from an excellent collection of authentic reading texts and other instructional aids, many kinds of Kirgiz language materials are lacking. Open access to Kirgiz language resources should ease development of the following materials:

- Introductory textbook–communicative
- Intermediate Textbook–communicative
- Advanced Textbook–communicative
- Computer Software–interactive
- Dictionary–(minimum 40,000 entries)
- Instructional Materials at Introductory and Intermediate Levels for *A Kirgiz Reader* by Hu Zhen-hua and Guy Smart (Uralic and Altaic Series 154, Bloomington, Research Institute for Inner Asian Studies: 1989)

Tatar Apart from the *Tatar Manual* by Nicholas Poppe (Uralic and Altaic Series 25, Bloomington, Indiana University Publications: 1963), no English-language materials for Tatar have been written or are being prepared. In view of the virtual neglect of this important language (reportedly, introductory Tatar is offered at the University of Wisconsin-Madison), perhaps few would agree the following English-language materials are urgent needs:

- Introductory textbook–communicative
- Intermediate Textbook–communicative
- Advanced Textbook–communicative
- Computer Software–interactive
- Dictionary–(minimum 40,000 entries)
- Reading Texts for Introductory and Intermediate Levels–authentic

Turkmen A Turkmen Language Materials project recently established at Indiana University will develop communicative instructional materials equivalent to introductory and intermediate textbooks. Still, the following materials for Turkmen are needed:

- (Introductory and Intermediate Textbooks–see the previous remarks)
- Advanced Textbook–communicative
- (Computer Software–interactive; see the previous remarks)
- Dictionary–(minimum 40,000 entries)
- Reading Texts for Introductory and Intermediate Levels–authentic

Comments on Ukrainian
Robert A. De Lossa (Harvard University)

In view of the fact that Ukrainian was not represented in any of the world area reviews, the following comments by Robert A. De Lossa of the Ukrainian Research Institute, Harvard University were included:

Ukrainian has been overshadowed by Russian at the university level since Russian was de facto the language of government and commerce in Ukraine until this decade. Another factor is that graduate students in Slavic linguistics (those concentrating in linguistics and language pedagogy) often are discouraged from taking Ukrainian as a second or third Slavic language (after Russian), with preference going to acquisition of secondary and tertiary Slavic languages in the other two (i.e., West and South Slavic) languages groups. Therefore, the majority of Ukrainian instructors in the United States continue to be of ethnic Ukrainian heritage. This is a self-restricting factor that decreases the pool of potential instructors of Ukrainian.

The problems of materials development for the Ukrainian language are twofold: lack of both material and human resources and lack of pedagogical scholarship with respect to Ukrainian. The lack of material resources for Ukrainian instruction is critical. There is one textbook in current use, very few supplemental materials, and no dictionaries that are based on contemporary Ukrainian usage. With regard to human resources, the deficit exists at the institutional level (for example, the Ukrainian Research Institute was forced to decline several dictionary projects for lack of funds and, especially, human resources) and at the personal level (most instructors of Ukrainian at the university level teach Ukrainian only in addition to other, usually larger, responsibilities—generally, teaching Russian). This last point is a significant disincentive for young scholars who might otherwise work on new materials. The prevailing perception among these scholars is that developing Ukrainian language materials will not help them get a job in the field of Slavic studies, in which the majority of jobs are Russian-related positions. Therefore, a primary funding consideration should be the endowment and support of professorships of Ukrainian practice (pedagogy) or general Ukrainian studies (with a language component) at various universities. (UCLA, Columbia University, Duke University, the University of Illinois at Urbana-Champaign, the University of Michigan at Ann Arbor, Ohio State University at Columbus, Stanford University, and the University of Texas at Austin, might be good target schools.) This would lead to the development of a cadre of full-time Ukrainian-language pedagogues who could generate the necessary materials and begin a scholarly dialogue on the practice of Ukrainian-language teaching, something that is currently non-existent at the university level. Even if money for specific projects is provided, it is not certain that one could find scholars right now to undertake the projects—unless those scholars could be assured that they would not endanger their careers by devoting the majority of their time to Ukrainian pedagogy.

In terms of priorities for specific projects:

1) New, complete dictionaries, at least as comprehensive as the Oxford Russian-English and English-Russian dictionaries. This is a first priority because it is needed by the entire scholarly community, not just students.

2) A standard elementary reference grammar.

3) Audiotapes for all levels of instruction.

4) Supplemental materials at all levels, including: readers, conversation books organized on lexical topics, exercise books, a verb paradigm book, a separate book on advanced

stylistics, a separate book on business and trade.

5) Interactive videotapes at all levels.

6) Interactive computer programs at all levels.

The importance and popularity of Ukrainian is likely to grow as the current prominence of the country continues. It will be one of the more important East European languages because of the size of Ukraine—its population is the second largest in Eastern Europe, surpassed only by Russia's. When the political situation in the area stabilizes, Ukraine will be an important transshipment point for Russia, and likely will be a key figure in Black Sea trade. Culturally, there is a growing awareness here of the importance of Ukrainian culture in the study of East Slavic medieval and early modern history, and growing interest in modern Ukrainian history and literature as subjects distinct from traditional Russocentric analyses. Finally, the U.S. will need a corps of policy and security analysts conversant with Ukraine, its language, and its culture for the simple reason that Ukrainian sovereignty is crucial for Central European stability—a point that has been reiterated recently in various fora, especially by the Polish and Hungarian governments.

World Area: Eastern Europe and Former Soviet Union
Language: Albanian

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the l990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Eastern Europe and Former Soviet Union World Area

NFLRC received 147 LCRs and 23 PDQs for the Eastern Europe and Former Soviet Union world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Albanian (2)
Armenian (8)
Azeri (1)
Bulgarian (6)
Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Albanian: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)

- Describe which materials are in greatest need of development for each language and level. (Q12)

- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Two LCRs from two institutions were completed for the Albanian language. Albanian was represented with nearly the lowest number of LCRs in the Eastern Europe and Former Soviet Union world area; Polish was represented with the highest number (23) and Czech with the second highest (22).

Albanian: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed two LCRs for beginning-level Albanian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The textbooks cited by the two beginning-level Albanian professors were:

- *Colloquial Albanian* by Isa Zymberi (London-New York, Routledge: 1991). This book was rated useful by the professor.
- *Spoken Albanian* by Leonard Newmark, et al., (Ithaca, Spoken Language Services: 1980). This book was rated very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The audiotapes used in the beginning-level Albanian course were those which accompanied the textbooks mentioned above. The reviewer of this survey notes that there are audiotapes which accompany the textbook *Spoken Albanian*, but that they only cover Units I-XII. Possible improvements suggested by the reviewer include: the production of audiotapes which cover all thirty units of the textbook, the addition of more than one speaker on the tapes, and an updated recording with careful attention to detail and clarity.

Videotapes and Computer Courseware

Questions 9-11 asked respondents to list other audiovisual materials and computer courseware currently used. No professor reported the use of either of these materials at the beginning level.

Albanian: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes

- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

For the beginning level, reading texts and dictionaries were cited as the greatest needs. Both items were mentioned twice and rated at 5. "None exist," commented one of the professors about these materials.

Student reference grammars, computer courseware, videotapes, and textbooks were all rated once at 5. A "more affordable" student reference grammar was needed according to one professor, and as for textbooks, they should include "better grammar" and "more drills."

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	0	0	0
Student reference grammar	1	0	0	0	1
Reading texts	2	0	0	0	0
Dictionaries	2	0	0	0	0
Business language material	0	0	1	0	0
Audiotapes	0	0	1	0	0
Videotapes	1	0	0	0	0
Computer courseware	1	0	0	0	0
Other					

Intermediate and Advanced Levels

Although the responding Albanian professors were not teaching at the intermediate and advanced levels, they did respond to the needs. Both intermediate and advanced textbooks were a high priority. Reading texts and dictionaries were also cited with equal demand.

Summary of Intermediate and Advanced-Levels Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	2	0	0	0	0
Advanced textbooks	2	0	0	0	1
Student reference grammar	1	0	0	0	0
Reading texts	2	0	0	0	0
Dictionaries	2	0	0	0	0
Business language material	0	0	1	0	0
Audiotapes	0	0	1	0	0
Videotapes	1	0	0	0	0
Computer courseware	1	0	0	0	0
Other					

Albanian: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Albanian. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One professor identified and rated the overall needs for the Albanian language. Listed by the professor as needs for the language were 1) an Albanian/English-English/Albanian dictionary, 2) an intermediate textbook, and 3) an advanced textbook/reader. All three materials were rated at 5.

Albanian: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

One program/center director reported offering Albanian instruction. Albanian was not listed as a most important language in terms of materials development needs. Other languages in the Eastern Europe and Former Soviet Union world area which were not listed as most important languages include: Armenian, Azeri, Finnish, Georgian, Hungarian, Kirgiz, Slovene, and Turkmen. Czech was listed most often (nine times) as a most important language. Both Polish and Serbo-Croatian were listed eight times each.

Albanian: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

One of the responding professors mentioned the work-in-progress by former professor of Linguistics at the University of California at San Diego, Leonard Newmark. Professor Newmark, the recipient of an E.H. grant to compile a dictionary, is self-admittedly "nearing closure" on it. He describes the work as a "very large dictionary which contains the new national standard and non-standard vocabulary, many collocations, large numbers of idioms, and approximately 72,000 head words." The dictionary, according to Professor Newmark is the first to include "stems with morpheme divisions marked." The work will also contain many notes on usage, with grammatical indications and field IDs.

World Area: Eastern Europe and Former Soviet Union
Language: Armenian

Introduction

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Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

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- Azeri (1)
- Bulgarian (6)
- Czech (22)
- Estonian (3)
- Finnish (6)
- Georgian (4)
- Greek (9)
- Hungarian (6)
- Kazak (1)
- Kirgiz (1)
- Macedonian (4)
- Polish (23)
- Romanian (4)
- Serbo-Croatian (17)
- Slovak (5)
- Slovene (6)
- Tatar (1)
- Turkmen (2)
- Ukrainian (9)
- Uygur (3)
- Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Armenian: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Eight LCRs from two institutions were completed for the Armenian language. Armenian was represented with the sixth highest number of LCRs in the Eastern Europe and Former Soviet Union world area. Polish was represented with the highest number (23), and Czech with the second highest (22).

Armenian: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed four LCRs for beginning-level Armenian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Two textbooks were reported to be in use at the beginning level:

- *A Textbook of Modern Western Armenia* by Kevork B. Bardakjian and Robert W. Thompson (Delmar, NY, Caravan Books: 1977). This text was rated very useful by one professor and useful by another.
- *Practical Textbook of Western Armenian* by Himnadir Khmbak (Paris-Los Angeles, Hay Sp'iwrk' Matenashari: 1980). This textbook was rated useful.

Both books were also cited by the professors as in use for higher levels of Armenian instruction.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Professor Dickran Toumajan of the University of Michigan-Ann Arbor, was exclusively using locally-prepared audiotapes featuring native speakers reading from the particular textbook. These audiotapes can be made available to other LCTL programs through Mr. Toumajan. Another professor at the beginning level was using audiotapes for the course, but did not specifically list them.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and computer courseware currently used. No professor reported the use of these materials at the beginning level.

Intermediate Level

Professors completed three LCRs for intermediate-level Armenian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The same books mentioned above, *A Textbook of Modern Western Armenia* and *A Practical Textbook of Western Armenian*, were also used for intermediate-level instruction.

Audiotapes, Videotapes and Computer Courseware

Questions 8-11 asked professors to list audiotapes, other audiovisual materials and computer courseware currently used. No professor reported the use of these materials at the beginning level.

Advanced Level

One professor completed one LCR for advanced-level Armenian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor used the previously mentioned textbook, *A Practical Textbook of Western Armenian*, cited for use at the beginning and intermediate levels.

Audiotapes, Videotapes and Computer Courseware

Questions 8-11 asked professors to list audiotapes, other audiovisual materials and computer courseware currently used. No professor reported the use of these materials at the beginning level.

Armenian: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

At the beginning level, all eight items received at least two ratings of 5. Videotapes, however, were mentioned four times and rated at 5. No further comments regarding the nature of the tapes was given.

Three other items were highly rated. They were reading texts, business language materials, and computer courseware. Reading texts should be "adapted and authentic," according to one professor. As for the existence of business language materials, one professor stated, "there are none; any such material would be useful." One professor stated that pedagogical computer courseware and videotapes also do not exist.

Two of four LCRs rated the need for beginning-level textbooks at 5. This is quite different from the need for textbooks at the intermediate and advanced levels.

One professor who rated the need for dictionaries at 5 included this comment, that "a small dictionary of frequent words and idiomatic phrases" would be useful.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	2	0	1	0	1
Student reference grammar	2	0	0	0	1
Reading texts	3	0	1	0	0
Dictionaries	2	1	0	1	0
Business language material	3	0	0	0	0
Audiotapes	2	2	0	0	0
Videotapes	4	0	0	0	0
Computer courseware	3	0	0	0	0
Other					

Intermediate Level

The material in greatest need at the intermediate level is the same as the one for the beginning level. Videotapes were mentioned by three professors and rated at 5. Again, the desired orientation was limited to the comment that no pedagogical videotapes exist.

Intermediate textbooks received high ratings from professors as well. One professor commented that "the Bardakjian-Thomson textbook needs to be expanded" to include "more reading material and drills."

Reading texts, dictionaries, computer courseware, and audiotapes represented priorities for two of the three responding professors. No comments were made as to the desired orientation of these materials.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	2	1	0	0	0
Student reference grammar	0	1	0	0	0
Reading texts	2	0	0	0	1
Dictionaries	1	1	0	1	0
Business language material	1	0	0	0	0
Audiotapes	2	0	0	0	0
Videotapes	3	0	0	0	0
Computer courseware	2	0	0	0	0
Other					

Advanced Level

One professor commented on the needs for advanced-level Armenian. The professor rated at 5 the following materials: textbooks, student reference grammars, audiotapes, and videotapes. The desired orientation of these materials was not given.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	1	0	0	0	0
Student reference grammar	1	0	0	0	0
Reading text	1	0	0	0	0
Dictionaries	0	1	0	0	0
Business language material	0	0	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	1	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Armenian: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Armenian. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Three professors identified and rated the overall needs for the Armenian language. Reading texts for the intermediate level were cited most often by professors and were rated at 5. A beginning and an advanced-level reader were each listed once and rated at 5.

A beginner textbook/reference grammar was listed three times and was rated at 5. An intermediate textbook was cited once and also rated at 5.

Other materials listed include videotapes and computer courseware at both the beginning and intermediate levels. Dictionaries were also listed twice by professors.

Armenian: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Four program/center directors reported offering Armenian instruction at their institutions. Armenian was not listed as a most important language in terms of materials development needs. Other languages in the Eastern Europe and Former Soviet Union world area that were not listed as most important languages include: Albanian, Azeri, Finnish, Georgian, Hungarian, Kirgiz, Slovene, and Turkmen. Czech was listed most often (nine times) as a most important language. Polish and Serbo-Croatian were listed eight times each.

Armenian: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Dr. Ari Topouzkhanian is currently developing materials. His address is: 13, rue des Alliés, 69100 Villeurbanne, France.

Professor Kevork B. Bardakjian of the University of Michigan-Ann Arbor is in the preliminary stage of developing an Armenian textbook.

World Area: Eastern Europe and Former Soviet Union
Language: Azeri

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the l990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Eastern Europe and Former Soviet Union World Area

NFLRC received 147 LCRs and 23 PDQs for the Eastern Europe and Former Soviet Union world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Albanian (2)
Armenian (8)
Azeri (1)
Bulgarian (6)
Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Azeri: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

One LCR from one institution was completed for the Azeri language. Azeri was represented with the lowest number of LCRs in the Eastern Europe and Former Soviet Union world area. Polish was represented with the highest number of LCRs (23), and Czech with the second highest number (22).

Azeri: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning level

One LCR was completed for beginning-level Azeri.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor reported using the following textbooks:

- *Azerbaijani Basic Course* (Washington, Foreign Service Institute: 1993). The material was described as a communicative course in the northern standard Azeri. This textbook was rated useful.

- *Basic Course in Azerbaijani* by Fred Householder, Jr., and Mansour Lofti (Bloomington, Indiana University Press: 1965). This was described as a course in the Tabriz dialect which includes scripted dialogues and audiotapes.

- *The Turkish Language of Soviet Azerbaijani* by C.G. Simpson (Oxford, Central Asian Research Centre: 1957). This material includes grammatical paradigms and texts in northern standard Azeri.

- *Azärbayjanja-inqilisjä minimum kiğät/A Short Azeri-English Dictionary* edited by I. Rahimov. The dictionary was rated useful.

- *Azerbaijani-English and English-Azerbaijani Phrasebook* by Abdulla Garayev (Baku, "Maarif": 1985).

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor reported using locally-prepared recordings of dialogues and readings for the basic course.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. The professor simply reported using two videotapes and one concert video.

Computer Courseware

Questions 10 and 11 asked professors to list technology used. The professor did not report the use of this material in the course.

Azeri: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference/grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

The material needs for all three levels of Azeri instruction will be reported on together in the following section.

The professor listed five materials as in high priority for development. They were: an intermediate textbook, an advanced textbook, reading texts, dictionaries, and computer courseware.

Commenting on the desired orientation of these materials, the professor stated that the textbooks should include more grammar and short readings, especially folk tales. Reading texts that build vocabulary and strengthen comprehension should also be developed. A large Azeri-English dictionary should be designed for use in reading and translating authentic texts. The professor also stated the need for computer software with drill and practice and tutorials. Audiotapes should focus on pronunciation drills, dictation, and speaking.

Materials rated at 4 include: a beginner textbook, student reference grammar, business language materials, videotapes, and audiotapes.

Summary of All-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	0	1	0	0	0
Intermediate textbooks	1	0	0	0	0
Advanced textbooks	1	0	0	0	0
Student reference grammar	0	1	0	0	0
Reading texts	1	0	0	0	0
Dictionaries	1	0	0	0	0
Business language material	0	1	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	0	1	0	0	0
Computer courseware	0	1	0	0	0
Other					

Azeri: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Azeri. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One professor identified and rated the overall needs for the Azeri language. The three materials cited were: an intermediate textbook, an advanced dictionary, and lower-level computer courseware. The desired orientation of these materials was the same as the comments reported in the previous section.

Azeri: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Two program/center directors reported offering Azeri instruction at their institutions. Azeri was not listed as a most important language in terms of materials development needs. Other languages in the Eastern Europe and Former Soviet Union world area that were not listed as most important languages include: Albanian, Finnish, Georgian, Hungarian, Kirgiz, Slovene, and Turkmen. Czech was listed most often (9 times) as a most important language. Polish and Serbo-Croatian were listed eight times each.

Azeri: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Shahyar Daneshgar of Indiana University is currently collecting materials for an intermediate-level reader and a dictionary of the vocabulary.

Dr. Sorur Dilbar of UCLA is working on a textbook.

Kurtuluş Öztoçu of the University of California-Berkeley is currently developing materials for Azeri.

World Area: Eastern Europe and Former Soviet Union
Language: Bulgarian

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Eastern Europe and Former Soviet Union World Area

NFLRC received 147 LCRs and 23 PDQs for the Eastern Europe and Former Soviet Union world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Albanian (2)
Armenian (8)
Azeri (1)
Bulgarian (6)
Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Bulgarian: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Six LCRs from four institutions were completed for the Bulgarian language. Bulgarian was represented with the sixth lowest number of LCRs in the Eastern Europe and Former Soviet Union world area. Hungarian, Slovene, and Finnish were also represented with six LCRs.

Bulgarian: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed four LCRs for beginning-level Bulgarian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The textbooks cited are as follows:

- *A Course in Modern Bulgarian*, Parts 1 and 2, by Milka Hubenova et al (Columbus, OH, Slavica: 1983). This textbook was rated useful by one professor and less useful by another the other.
- *Elementary Bulgarian for Individualized Instruction*, by Charles E. Gribble and Lyubomira Parpulova-Gribble (Columbus, Ohio State University, The Center for Slavic and East European Studies and the College of Humanities: 1984). This textbook was designed for use in tandem with the text by Hubenova. Although listed by one professor teaching at the beginning level, the textbook was not rated.

Two textbooks cited by only one professor but rated very useful were:

- *Bulgarian* by Charles A. Moser. This textbook can be obtained from the author at George Washington University.
- *Bulgarski ezik, Bulgaria i Bulgarite* by Iuliia Antonova (Sofia, Izd-vo Nauka i Izkustvo: 1990).

Only one professor at the beginning level of Bulgarian instruction expressed dissatisfaction with the textbooks available.

Audiotapes

Question 8 asked professors to list audiotapes currently used. At the beginning level, two professors were using audiotapes. These tapes accompanied the textbooks, *Bulgarian* by Charles A. Moser, and *Elementary Bulgarian for Individualized Instruction*, by Charles E. Gribble and Lyubomira Parpulova-Gribble.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. No professor reported the use of these materials at the beginning level. The reviewer of this survey mentioned that software has been written by Kjetil Ra Hauge of the University of Oslo.

Intermediate Level

One professor completed one LCR for intermediate-level Bulgarian.

Textbooks and Audiotapes

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The textbook cited was *Intermediate Bulgarian for Individual Instruction*, by Charles E. Gribble and Lyubomira Parpulova-Gribble (Columbus, Ohio State University, The Center for Slavic and East European Studies and the College of Humanities: 1984-85). Also used were the accompanying audiotapes for this textbook. As stated previously, this textbook is designed for use with the textbook by Hubenova, although the comment was made that this is an "awkward" system.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. The professor did not list the use of these materials at the intermediate level.

Advanced Level

One professor completed one LCR for advanced-level Bulgarian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor cited the following textbooks:

- *A Course in Modern Bulgarian* by Hubenova et al., (cited previously).
- *Advanced Bulgarian for Individual Instruction* by Gribble and Parpulova-Gribble (Columbus, Ohio State University: 1987).

The reviewer of this survey noted the availability of a book of advanced reading texts and exercises:

- *Reading Bulgarian: An Advanced Course,* vols. 1 and 2, by Lyubomira Parpulova Gribble and Charles E. Gribble, (Columbus, Ohio State University Foreign Language Center: 1992).

Audiotapes, Videotapes, and Computer Courseware

Questions 8-11 asked professors to list audiotapes, other audiovisual materials and computer courseware currently used. The professor did not report the use of these materials at the advanced level.

Bulgarian: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

The three materials in greatest need at the beginning level were student reference grammars, reading texts, and dictionaries. All three items were rated twice at 5.

One professor stated the need for a less technical reference grammar than the *E. Scatton Reference Grammar of Modern Bulgarian* (Columbus, Slavica: 1984).

For dictionaries, professors pointed out the need for an English-Bulgarian work geared toward student use, and which would be easily obtainable in the United States.

For the third material, reading texts, the general call was for "glossed and annotated reading texts." Another suggestion was that they contain more modern Bulgarian literature.

Materials that were rated once at 5 include textbooks, audiotapes, and computer courseware. The desired orientation of these materials was not given.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	1	0	1
Student reference grammar	2	0	1	0	0
Reading texts	2	0	0	0	0
Dictionaries	2	0	0	1	0
Business language material	0	0	0	1	0
Audiotapes	1	0	1	0	0
Videotapes	0	0	1	0	1
Computer courseware	1	0	0	0	0
Other					

Intermediate and Advanced Levels

Although only two LCRs were completed for the intermediate and advanced levels, three professors completed the materials needed section for these levels. In all, five materials were rated at 5. They include: an advanced textbook, student reference grammar, reading texts, audiotapes, and computer courseware. The desired orientation of these materials was not given.

Summary of Intermediate and Advanced-Levels Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	0	1	0	0	0
Advanced textbooks	1	0	0	0	0
Student reference grammar	1	0	0	0	0
Reading texts	1	0	0	0	0
Dictionaries	0	0	0	1	0
Business language material	0	0	0	1	0
Audiotapes	1	0	0	0	0
Videotapes	0	0	0	0	1
Computer courseware	1	0	0	0	0
Other					

Bulgarian: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Bulgarian. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Three professors identified and rated the overall needs for the Bulgarian language. A student reference grammar for the intermediate and advanced levels was listed by all three professors and the need was rated at 5. Readers for the upper levels of instruction and textbooks for all levels were each cited twice and rated at 5. Also listed by professors were a Bulgarian-English dictionary and business language materials for all levels of instruction.

Both reviewers commented that the need for text development should be the lowest priority. They did agree, however, that reference grammars and dictionaries are in greatest need of development. Though dictionaries are currently published in Bulgaria, one reviewer feels they serve the needs of advanced students only.

Bulgarian: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Six program/center directors reported offering Bulgarian instruction at their institutions. Bulgarian was listed twice as a most important language in terms of materials development needs. Other languages that were listed twice as most important languages include: Greek, Kazak, Macedonian, Slovak, and Uzbek. Czech was listed most often (9 times) as a most important language. Polish and Serbo-Croatian were listed eight times each.

According to the directors, the materials which need to be developed for the Bulgarian language are textbooks. The reviewers of this report commented that if textbooks are to be developed, it is best to start with the beginning level. One reviewer stated that textbooks are not necessary for the advanced level of instruction.

Bulgarian: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

No additional information was provided for the Bulgarian language.

World Area: Eastern Europe and Former Soviet Union
Language: Czech

Introduction

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- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Eastern Europe and Former Soviet Union World Area

NFLRC received 147 LCRs and 23 PDQs for the Eastern Europe and Former Soviet Union world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Albanian (2)
Armenian (8)
Azeri (1)
Bulgarian (6)
Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)

Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Czech: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Twenty-two LCRs from twelve institutions were completed for the Czech language. Czech was represented with the second highest number of LCRs in the Eastern Europe and Former Soviet Union world area. Polish was represented with the highest number (23).

Czech: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed twelve LCRs for beginning-level Czech.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of textbooks cited:

- *Contemporary Czech* by Michael Heim (Columbus, Slavica: 1982). Eight of the twelve survey professors who taught at the introductory level, listed this textbook. Among the many different ratings this textbook received were three ratings of useful, two of very useful, two of less useful, and one very useful if Heim's book is treated as a reference text.

- *Contemporary Czech Practice*, vols. I-IV, by Karen von Kunes. Cited three times, the text was described as a book with "grammar readings and dialogues/story adaptation." All three professors who used this material rated it very useful. This textbook, in fact, is a supplement to the previously-cited work by Michael Heim, and includes its own audio-visual materials. Von Kunes' work is currently unpublished but is available from Harvard University.

- *Colloquial Czech* by J. Schwartz (London-New York, Routledge: 1971). This book was rated very useful by one professor.

- *Colloquial Czech* by James Naughton (London-New York, Routledge & K. Paul: 1991). This text was added by the reviewer who noted that it is recommended for individual use in order to acquire conversational knowledge. It is often used to supplement other texts such as the following listing.

- *Czech for Beginners* by Jan Holub, et al., (Prague, Charles University: 1991). This text was rated useful.

- *Textbook for Beginning Czech* by Emil Kovtun and Lew R. Micklesen (unpublished). This textbook can be obtained from the University of Washington.

- *Reading Authentic Czech*, vol. I, by Grazyna Privorotsky-Kabat (Washington, Center for Applied Linguistics: 1991). This work by Kabat, and the second volume for the intermediate level, are supplementary textbooks for use in the classroom or individually by the students. They feature the use of "unaltered, authentic Czech materials."

- *A Description of Spoken Prague Czech* by Charles E. Townsend (Columbus, Slavica: 1990). This text was rated very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Locally-prepared audiotapes were used most often. The audiotapes accompanying *Contemporary Czech Practice, Colloquial Czech,* and *Contemporary Czech* appeared several times. The tapes for *Contemporary Czech*, produced at Harvard by professors Karen von Kunes and Andrew Lass (Mount Holyoke College), can be obtained by contacting Inna Johnson at Schoenhof's, 76A Mount Auburn Street, Cambridge, MA.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Many beginning-level professors of Czech were using commercially-produced Czech films or videotapes in their courses. Several professors mentioned using the videotapes which accompany *Contemporary Czech Practice.*

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor teaching Czech at any level listed the use of computer courseware in their curriculum. The most frequent comment was that there was simply none available.

Intermediate Level

Professors completed six LCRs for intermediate-level Czech.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of intermediate textbooks:

- *Readings in Czech* by Michael Heim, et al., (Columbus, OH, Slavica: 1985). This textbook received ratings of useful.
- *Reading Authentic Czech*, vol. II, by Grazyna Privorotsky-Kabat (Washington, Center for Applied Linguistics: 1992). This is a supplementary textbook for use in the classroom or individually by the student.
- *A Description of Spoken Prague Czech* (cited previously).
- *Čeština Pro Mirně Pokročile* by Jan Holub and Helen Confortiova (Prague, Charles University: 1984). This book received one rating of less useful and one rating of useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Locally-prepared audiotapes were the most used; the audiotapes accompanying the previously mentioned work by Karen von Kunes appeared several times. One professor also cited the audiotapes which accompany the work by Heim.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Five professors reported the use of videotape materials at the intermediate level. The videos used were the SCOLA network, films from the CSSEES Film Library, and von Kunes' materials.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. Computer courseware was not used by any of the professors at the intermediate level.

Advanced Level

Professors completed four LCRs for advanced-level Czech.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." One professor indicated vis-a-vis Czech instruction in general, "it is very decentralized at U.S. colleges; most teachers use one basic text and supplement it with newspaper articles, readings, etc." This statement would seem to hold true for the advanced level particularly. Each professor at this level used different teaching materials, from textbooks to videos. Several reports spoke of the use of student-specific materials, aimed at the current needs of particular students. Reviewer Karen von Kunes believes that Czech instruction will remain decentralized because "each college has different aims, goals, expectations, student potential, and quality of teachers."

The following are textbooks for the advanced level:

- *Cvicèbnice z české mluvnice* by Alena Trnková (Prague, Stati Pedagogicki Nakladatilstei (SPN): 1983). This text was not rated by the professor using it.
- *Čeština jazyk cizí* by Ivan Poldauf and Kavel Sprunk (Prague, SPN: 1968). This textbook was rated useful.

Audiotapes, Videotapes, Computer Courseware

Questions 8-11 asked professors to list audiotapes, other audiovisual materials and technology currently used. None of these materials were cited at the advanced level.

Czech: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

For the beginning level, the instruction material in greatest need was videotapes. Eight professors rated the need at 5. One professor desired videos showing "authentic, every-day situations." Another professor asked that they correspond to a course curriculum and use "natural" language.

After videotapes, dictionaries were judged to be the second greatest need at the beginning level. A few professors cited the need for a dictionary of Czech verbs, business, and law dictionaries. One professor mentioned a computerized Czech-English/English-Czech dictionary now in the making. Karen von Kunes notes that "the production of a computerized Czech-English/English-Czech dictionary has been postponed for one or two years."

The development of computer courseware was also placed in high priority by professors. According to the survey, no professors of Czech currently use computer technology. Where professors of Polish and Serbo-Croatian reported technology use, professors of Czech did not, thus the demand for computer courseware for Czech (six ratings of 5) is the highest for the entire Eastern Europe and FSU world area.

Textbooks, student reference grammars, and audiotapes were cited near equally. Commenting on the desired orientation of these materials, professors called for more authentic, updated texts which include cultural information. The reviewer commented that audiotapes "should follow a structure of a well-designed and updated textbook." An "updated" reference grammar was desired by one professor.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	5	1	2	1	0
Student reference grammar	5	2	2	0	0
Reading texts	1	3	2	0	1
Dictionaries	7	1	0	0	0
Business language material	2	0	0	0	3
Audiotapes	5	0	0	0	1
Videotapes	8	0	3	0	0
Computer courseware	6	1	0	0	1
Business/law dictionary	1	0	0	0	0

Intermediate Level

At the intermediate level, all six professors rated the need for textbooks at 5 or 4. Commenting on the desired orientation, professors suggested the development of textbooks using a more communicative approach, with colloquialisms, and more grammar and drills.

All five professors who listed dictionaries, rated the need at 5. After dictionaries, videotapes which use "natural language" were next in demand by professors.

Three materials were rated twice at 5. They include: student reference grammars, audiotapes, and computer courseware. The desired orientation of these materials was not given.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	5	1	0	0	0
Student reference grammar	2	0	1	0	0
Reading texts	1	2	1	0	1
Dictionaries	5	0	0	0	0
Business language material	0	0	0	0	2
Audiotapes	2	0	0	0	1
Videotapes	3	0	1	0	0
Computer courseware	2	0	0	0	1
Other					

Advanced Level

For the advanced level, dictionaries were reported in the highest demand. Three professors rated the need at 5. One reviewer commented that "there is no dictionary adjusted to the needs of native English speakers," and that "the ones produced in Czechoslovakia cover the needs of native Czechs."

After dictionaries, student reference grammars were in great need according to professors. One professor rated the need at 5, while two others rated it at 4.

Advanced-level textbooks were rated at 5 by one professor and at 2 by the other. One of the professors suggested that the textbooks need to be "more communicative." Videotapes were rated at 5 by one professor who did not elaborate on the desired orientation of them.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	1	0	0	1	0
Student reference grammar	1	2	1	0	0
Reading texts	0	1	1	0	1
Dictionaries	3	0	0	0	0
Business language material	0	0	0	0	2
Audiotapes	0	0	0	0	1
Videotapes	1	0	1	0	0
Computer courseware	0	0	2	0	1
Other					

Czech: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Czech. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Eight professors identified and rated the overall needs for the Czech language. Textbooks for all levels of instruction were listed most often by professors. Each level of textbook was cited four times and all but one professor rated their need at 5.

Also listed by professors with some frequency were upper-level reading texts. Advanced reading texts were cited three times and were rated twice at 5 and once at 4.

Additional materials that were listed more than once includes beginning-level audiotapes, intermediate to advanced-level videotapes, and introductory computer courseware.

Reviewer Karen von Kunes thought there was a higher need for "proficiency-based beginning-level materials." The reviewer stated that in her estimation, the need to learn Czech "will, most likely, be increasing in the nineties." She cited the large numbers of Americans now in Prague, of which "ninety-five percent speak no or very little Czech." Teaching materials should be "challenging, informative, easily accessible and fun."

Czech: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Fourteen program/center directors reported offering Czech instruction at their institutions. Czech was listed nine times as a most important language in terms of materials development needs, the most in the Eastern Europe and Former Soviet Union world area. Polish and Serbo-Croatian were each listed eight times as a most important language.

Most directors commented on the need for textbooks and audiovisual materials. Several pointed to the need for more proficiency-based teaching materials. Most program/center directors left the task of giving specific needs comments to Czech professors at the institutions.

Czech: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general. The following is a list of new materials development:

- *Základní učebnice češtiny-Basic Textbook of Czech*, 2 vols., by František Čermák, Jan Holub, Jiří Hronek, Milan Šára, and David Short (Prague-Brno-London: 1993). This text will be published jointly by Charles University, Masaryk University in Brno, and the London School of Slavonic and East European Studies. Audiotapes will also be made available.
- Karen von Kunes at present has plans to develop computer courseware based on Heim's text. No further information was provided.
- *Contemporary Czech Practice, Step by Step* by Karen non Kunes. This is the title of a collection of three books being developed by von Kunes which is expected to be available next summer (1994) from Yale University Press. One of the books includes stories by Ivan Klima and Milan Kundera, and plays by Vaclav Havel. All texts are annotated, with many

exercises and questions to answer, and contains composition topics. A second work is designed for intermediate and advanced levels of spoken Czech. Von Kunes also reported the development of materials that will be published next year in Prague.

- *Contemporary Czech Readings and Dialogues* by Karen von Kunes (Columbus, Slavica: due Fall 1993). This will one volume of Kunes' work *Contemporary Czech Practice.*

- *201 Czech Verbs* by Karen von Kunes. At the moment, the funding for this project is uncertain. The material is intended to serve as a student reference grammar.

- *Czech for Americans, A Beginner's Competency Based Textbook* by Olga Campora (Washington, Center for Applied Linguistics: expected March 1994). This book is designed for American university students and for businessmen conducting operations in the Czech Republic. Consisting of dialogues and excercises, emphasis is placed on communicative competency. As of the time of the survey, audiotapes have yet not been prepared.

- Masako Ueda from Brown University is developing a packet of transcribed texts, dictation exercises, and a vocabulary list to accompany the already commercially available documentary film about the Velvet Revolution (Československy Videomagazine, November 1990).

- Dr. Milá Šaškova-Pierce from the University of Nebraska is developing a textbook.

- *Listening to Czech* by Grazyna Privorotsky-Kabat of George Washington University (Washington, Center for Applied Linguistics: 1993). This book serves as a supplementary listening textbook based on unaltered materials taken from Czech TV, radio, and public announcements. It is accompanied by two audiotapes.

- North American Association of Teachers of Czech is a recently formed organization which will coordinate the future development of instructional materials. The President is Charles E. Townsend of Princeton University and the Vice President is Karen von Kunes of Harvard University. For information about this organization, contact the President or Vice President:

  Charles Townsend
  Princeton University
  28 East Pyne
  Princeton, NJ 08544-5264

  Karen von Kunes
  26 Boylston Hall
  Harvard University
  Cambridge, MA 02138

World Area: Eastern Europe and Former Soviet Union
Language: Estonian

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the l990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Eastern Europe and Former Soviet Union World Area

NFLRC received 147 LCRs and 23 PDQs for the Eastern Europe and Former Soviet Union world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Albanian (2)
Armenian (8)
Azeri (1)
Bulgarian (6)
Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Estonian: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Three LCRs from one institution were completed for the Estonian language. Estonian and Uygur were represented with the third lowest number of LCRs in the Eastern Europe and Former Soviet Union world area. Polish was represented with the highest number (23), and Czech with the second highest (22).

Estonian: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning, Intermediate, and Advanced Levels

One professor completed three LCRs for all levels of Estonian instruction.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The two textbooks in use for all three levels of instruction were:

- *Raagime eesti eelt* by Helmi Leberecht (Tallinn, Valgus: 1989).
- *Basic Course in Estonian* by Felix Oinas (Bloomington, Indiana University Research Center: 1975).

Both textbooks were rated useful, but the former was said to be "not written for speakers of English". The latter was called "outdated."

Reviewer Jeff Harlig mentioned another textbook which is listed immediately below. He also quoted a colleague who called it "probably the best textbook I have found since it covers almost all the grammatical details and contains numerous exercises."

- *Uchebnik estonskogo jazyka/Eesti keele õpik* by A. Valmet, et al. (Tallinn, Valgus: 1981).

Harlig also cited a translation of a Swedish textbook of Estonian, done by Ain Haas, a sociologist in the Department of Sociology at Indiana University-Purdue University Indianapolis. The translation, Harlig notes, "is available only in manuscript form, but the translator may have plans to publish it."

Audiotapes, Videotapes, and Computer Courseware

Questions 8-11 asked professors to list audiotapes, other audiovisual materials and computer courseware currently used. No professor reported the use of these materials at any level of instruction.

Estonian: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate and Advanced Levels

The needs for all three levels of instruction will be reported on together. Only one material was rated at 5, the highest rating. An Estonian-English/English-Estonian dictionary for all levels of use was listed by one professor. Beginner, intermediate, and advanced textbooks were each rated at 4, along with the need for a student reference grammar, videotapes and audiotapes. The need for business language materials for Estonian language teaching was rated at 3. The responding professor judged the need for reading texts at 2.

Reviewer Harri Mürk judged the need for beginning- and intermediate-level textbooks at 5. He also rated the need for a "learner's dictionary" and a student refence grammar at 5.

Summary of All-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	0	1	0	0	0
Intermediate textbooks	0	1	0	0	0
Advanced textbooks	0	1	0	0	0
Student reference grammar	0	1	0	0	0
Reading texts	0	0	0	1	0
Dictionaries	1	0	0	0	0
Business language material	0	0	1	0	0
Audiotapes	0	1	0	0	0
Videotapes	0	1	0	0	0
Computer courseware	0	0	0	0	0
Other					

Estonian: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Estonian. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

The responding professor cited the high (5) need for a dictionary geared toward the intermediate level. The need for a beginning-level textbook was rated at 4; the need for a student reference grammar was rated at 4 as well.

Estonian: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Three program/center directors reported offering Estonian instruction at their institutions. Estonian was listed once as a most important language in terms of materials development needs. Other languages in the Eastern Europe and Former Soviet Union world area listed once as a most important language include: Romanian, Tatar, and Uygur. Czech was listed most often by directors (9 times). Polish and Serbo-Croatian were listed eight times each as most important languages.

The director commented on the need for beginning-level textbooks for Estonian and rated the need at 5.

Estonian: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Harri Mürk of the University of Toronto is in the process of developing a number of materials for the Estonian language which include: a four-volume set of textbooks to cover a two year program, a learner's dictionary, and a student reference grammar.

Contact: Harri Mürk
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Toronto, Ontario M5S 1A1
CANADA

World Area: Eastern Europe and Former Soviet Union
Language: Finnish

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Eastern Europe and Former Soviet Union World Area

NFLRC received 147 LCRs and 23 PDQs for the Eastern Europe and Former Soviet Union world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Albanian (2)
Armenian (8)
Azeri (1)
Bulgarian (6)
Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Finnish: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Six LCRs from three institutions were completed for the Finnish language. Finnish, Slovenian, Hungarian, and Bulgarian were represented with the seventh highest number of LCRs in the Eastern Europe and Former Soviet Union world area. Polish was represented with the highest number (23) and Czech with the lowest (22).

Finnish: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning and Intermediate Levels

Professors completed six LCRs for these levels of instruction.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of the textbooks cited:

- *Finnish for Foreigners*, parts I and II, by Maija-Hellikki Aaltio (Helsinki, Otava Publishing Company: 1990). This textbook was rated very useful by two professors and useful by one.
- *Finnish Basic Course Combined* by Meri Lehtinen (Bloomington, Indiana University: 1967). This book was rated very useful.
- *Muumipeikko* (cartoon series) by Tove Jansson (Helsinki, WSOY: multiple editions and years of publications). A vocabulary and grammar appendix was prepared and is available through Kim Nilsson at the University of Wisconsin-Madison. The textbook was rated very useful.
- *Suomen kielen oppikirja vasta-alkajille* by Eila Hämäläinen (Helsinki, Hakapaino: 1991). This textbook was rated useful.
- *Finnish Grammar* by Fred Karlsson (Porvoo, Finland, Werner Soderstrom Osakayhtio: 1984). This was rated useful.
- *Suomea Suomeksi*, parts I and II, by Olli Nuutinen (Helsinki, Suomalaisen Kirjallisuuden Seura: 1987). This text was rated less useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Three professors currently use the audiotapes which accompany the textbook *Finnish for Foreigners*. One professor used locally-prepared audiotapes consisting of drills and exercises based on and coordinated with Lehtinen's *Basic Course in Finnish*.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. For one intermediate Finnish course, videos and films were obtained from the Finnish government (Embassy in Washington or the Ministry of Education in Helsinki). The need for more instructional video materials for the beginning and intermediate levels was underscored. Several professors mentioned the problem of the incompatibility of Finnish videotapes with U.S. video cassette recorders.

Two of the professors surveyed noted that pedagogical materials for Finnish are readily available from Finland. Listed as sources were the Jyväskylä Language Center and the Finnish for Foreigners Section at the University of Helsinki. Valuable assistance is provided by the Council for Instruction of Finnish for Foreigners Ministry of Education, P.O. Box 293 (Pohjoistra 4 A 4) SF-00171 Helsinki. Tel. 358-0-134 171. Telex 122079 mined sf, Telefax 358-0-134 17374.

Computer courseware

Questions 10 and 11 asked professors to list technology currently used. One professor rated the IBM/compatible program *Finnmorph & Dictionary/Handbook of Finnish Verbs* by Eugene Holman published by SKS (Finnish Literature Society) as less useful.

Finnish: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

Beginning-level textbooks were in greatest demand by professors; rated once at 5 and at 4. No comments were received on the desired orientation of the textbooks. Two other materials, videotapes and computer courseware, were rated once at 5. As with beginner textbooks, professors did not offer suggestions as to the type of materials needed.

Reviewer Kim Nilsson emphasized that the beginning-level textbook be developed "with an American university setting in mind."

Summary of All-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	1	0	0	0
Intermediate textbooks	0	1	0	1	0
Advanced textbooks	0	1	0	1	0
Student reference grammar	0	0	1	0	1
Reading texts	0	0	1	1	0
Dictionaries	0	0	0	2	0
Business language material	0	0	0	1	0
Audiotapes	0	0	1	0	1
Videotapes	1	0	0	0	0
Computer courseware	1	0	1	0	0
Other					

Finnish: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Finnish. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Three professors identified and rated the overall needs for the Finnish language. Videotapes for the intermediate level were listed twice and were rated at 4 and at 5. Other materials listed include a beginning-level textbook, a phrase dictionary for the upper-levels of instruction, and computer software for the introductory levels.

One professor who chose not to complete this section of the survey noted that "all teaching material is readily available from Finland."

Reviewer Jeff Harlig commented that "of all the languages in this world area, Finnish is probably the best supported." He says that "Finnish language pedagogy is very modern, and that there are relatively good supplies of material available to Finnish teachers in the United States." Harlig notes that the Finnish Ministry of Education and the Finnish Embassy in Washington have been "extremely generous in gifts of books, financial support," and videotapes.

Finnish: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Four program/center directors reported offering Finnish at their institutions. Finnish was not listed as a most important language in terms of materials development needs. Other languages in the Eastern Europe and Former Soviet Union world area that were not listed as most important languages include: Albanian, Armenian, Azeri, Georgian, Hungarian, Kirgiz, Slovene, and Turkmen. Czech was listed most often (9 times). Polish and Serbo-Croatian were listed eight times each as most important languages.

Finnish: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Professor Melvin J. Luthy of Brigham Young University has developed "conjugation and declension wheels for Finnish verbs and noun/adjectives." Professor Luthy also developed a complete glossary of the novel *Seitseman Veljestü (Seven Brothers)* in hard copy form and on a computer program for the Macintosh. Another glossary was prepared for *Kalevala*.

Professors agreed that the relatively good source of materials is through universities and organizations in Finland like the Finnish for Foreigners Section at the University of Helsinki. What is difficult to obtain from Finland are videotapes for pedagogical purposes, but films and other videos are available in abundance.

World Area: Eastern Europe and Former Soviet Union
Language: Georgian

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Eastern Europe and Former Soviet Union World Area

NFLRC received 147 LCRs and 23 PDQs for the Eastern Europe and Former Soviet Union world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Albanian (2)
Armenian (8)
Azeri (1)
Bulgarian (6)
Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Georgian: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)

- Describe which materials are in greatest need of development for each language and level. (Q12)

- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Four LCRs from two institutions were completed for the Georgian language. Georgian, Macedonian, Romanian, and Uzbek were each represented with the fourth lowest number of LCRs in the Eastern Europe and Former Soviet Union world area; Polish was represented with the highest number (23) and Czech with the second highest (22).

Georgian: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed two LCRs for beginning-level Georgian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Both instructors used the textbook *Georgian: A Reading Grammar* by Howard I. Aronson (Columbus, OH, Slavica: 1990). This book was rated very useful.

It was noted that although this textbook is listed as used in beginning-level instruction, it may not be well-suited for the average undergraduate. The book is unlike most textbooks at this level which usually are more communicative. Aronson's book is more akin to a reading grammar, and is thus more difficult to use at the lower levels. It was recommended for the sophisticated and highly motivated language student.

Reviewer Dee Holisky adds the following textbook to the beginning list of materials for Georgian:

- *Einführung in die Georgische Sprache* by Kita Tschenkeli (Zurich, Amirani Verlag: 1958). The material was described as "an excellent text for beginning students." The textbook is in German and like Aronson's text, it is non-communicative in its approach.

Reviewer Holisky also adds the following two grammars:

- *Grammaire de la langue georgienne* by Hans Vogt (Oslo, Universitetforlaget: 1971). Holisky comments: "This is really an academic grammar, a scholarly description of the language and not suitable as a text. Also, it is in French and is therefore less accessible to English-speaking students."
- *Grammar of the Georgian Language* by B.T. Rudenko (The Hague, Mouton: 1972). This material is written in Russian.

Audiotapes

Question 8 asked professors to list audiotapes currently used. One professor listed the use of locally-prepared audiotapes incorporating texts and exercises from the Aronson textbook.

Videotapes and Computer Coursware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. No professor reported the use of these materials at the beginning level.

Intermediate Level

One professor completed one LCR for intermediate-level Georgian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The responding professor listed materials for second-year Georgian by Howard I. Aronson and Dodona Kiziria available from Howard I. Aronson at the University of Chicago. This book is based on a series of dialogues and literary texts with grammatical explanations.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The audiotapes accompanying the Aronson/Kiziria materials are not yet available.

Videotapes and Computer Coursware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. No professor reported the use of these materials at the beginning level.

Advanced Level

One professor completed one LCR for advanced-level Georgian. No teaching materials were listed for this course.

Georgian: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials

rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning level

Only one professor answered this question for the beginning level. From the list of ten, none of the materials addressed received a rating of less than 5. Materials in high priority of development include: a beginning-level textbook, a student reference grammar, reading texts, and dictionaries. A communicative, beginning-level textbook was desired. Reviewers Aronson and Holisky concur with the need for spoken materials to accompany a first-year textbook.

Reviewer Holisky made the following comments:

> It is my personal opinion that the real focus for the less commonly taught languages should be on computer courseware–materials that can be used for self-teaching, but which include sound and self-checks, as many currently available software packages do. I believe very strongly in the development of computer courseware as a practical way to encourage students to learn less commonly taught languages.
>
> I would agree strongly with the assessment in the report that at this level a textbook (particularly one using the communicative approach), reference grammar, reading texts, and dictionaries are necessary. This is particularly important since the only book available for teaching Georgian in English is focused solely on reading and lacks any communicative-type instruction.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	0	0	0
Student reference grammar	1	0	0	0	0
Reading texts	1	0	0	0	0
Dictionaries	1	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	0	0	0	0	0
Videotapes	0	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Intermediate level

At the intermediate level, dictionaries were listed by two professors and rated at 5. Besides the Georgian-English/English-Georgian dictionaries, professors also called for a student reference grammar. Commenting on these requests, reviewer Aronson acknowledges the need is "very real", but has his doubts as to whether the understanding of Georgian grammar, in particular the structure of the Georgian verb, is "sufficiently developed to permit the preparation of materials that would be very useful."

Reviewer Holisky adds:

> Dictionaries for Georgian are a serious problem at all levels. The available dictionaries are in German or Georgian-Georgian and not too helpful for an English-speaker trying to read more advanced texts. The lack of dictionaries hampers a student's ability to improve or to read beyond what has been prepared in a text.
>
> There is a special difficulty in constructing dictionaries which has to do with the verb. It is not at all clear **which** verb form should be chosen to be the form presented in a dictionary entry. You have to know the grammar well in order to be able to strip off (out) grammatical morphemes and get to the part which is 'the verb'—the part one would find in a dictionary. And in most of the dictionaries from Georgia, the verb form is just a verbal noun, which doesn't give enough information in the translation to always know which particular sense of the verb is intended. Certain areas of Georgian grammar are just simply unclear–in need of further study–before linguists understand them well enough to be able to teach them or to be able to prepare reference grammars of any level. More basic-level research (field work, descriptive work) needs to be done on the structure of the language.

An intermediate textbook was rated once at 5. The desired orientation of the textbook was not given. Reviewer Holisky believes it should build upon and continue in the style of a lower-level textbook.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	1	0	0	0	0
Student reference grammar	1	1	0	0	0
Reading texts	1	0	0	0	0
Dictionaries	2	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	0	0	0	0	0
Videotapes	0	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Advanced Level

At the advanced level, as at the intermediate level, dictionaries and reference grammars are in great demand by professors. The reviewers of the report reiterate their comments that this task is very difficult due to the lack of a complete understanding of Georgian grammar by Western scholars.

An advanced textbook and reading texts were each rated once at 5. The desired orientation of these materials was not given.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	1	0	0	0	0
Student reference grammar	1	1	0	0	0
Reading texts	1	0	1	0	0
Dictionaries	2	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	0	0	0	0	0
Videotapes	0	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Georgian: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Georgian. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One professor identified and rated the overall needs for the Georgian language. The professor cited dictionaries as the highest need. A Georgian-English dictionary was rated at 5 followed by an English-Georgian dictionary at 3. Beginning-level textbooks were cited as a high priority by professors.

Reviewer Holisky made the following comments on the development of Georgian language materials:

> As I understand it, there is a long, respected tradition of Russian language pedagogy which has led to the development of many fine materials (texts, dictionaries, graded readers, etc.) for the teaching of Russian. There is no such tradition of teaching Georgian. As for the materials which have come out of Georgia, they are generally inadequate in the sense that they do not employ modern instructional approaches (ie., communicative), and they are not geared to the American student.

> Georgian is, of course, a non-Indo-European language and efforts to describe it have been confused by attempts to make it "look like" an European language. Much basic research on the language needs to be done before one can really know "how it should be taught," that is, before one could construct a pedagogically sound syllabus for teaching the language.
>
> The report mentions the need for communicative texts; I suppose the following is an elaboration of that point. The available texts for teaching Georgian (in western languages) are really grammar books written in a more or less scholarly tradition, not really textbooks for learning the language (like the dozens of first-year French books one could find). To give an example, in the three books I am most familiar with, I don't believe that there is any place where the word "hello" is explicitly taught (unless it is buried in a literary text). There is no attempt (that I can see) to introduce level-appropriate vocabulary and to re-use it as one proceeds to a higher level of instruction. The available books are more to learn **about** Georgian than to learn the language itself.

Georgian: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Four program/center directors reported offering Georgian at their institutions. Georgian was not listed as a most important language in terms of materials development needs. Other languages in the Eastern Europe and Former Soviet Union world area that were not listed as most important languages include: Albanian, Armenian, Azeri, Finnish, Hungarian, Kirgiz, Slovene, and Turkmen. Czech was listed most often (9) and both Polish and Serbo-Croatian were listed eight times each as most important languages.

Reviewer Holisky comments:

> I am sorry Georgian was not mentioned as a most important language. I wonder if it was because those who were called on to judge the languages either deem learning the language as a low priority in the general scheme of things, or perhaps because they know nothing about what is available for teaching it? It has been my experience that since there are so few people who know anything about Georgia or Georgian, it is a blind spot for most people when they consider the FSU.

Georgian: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Professor Dee Ann Holisky of George Mason University and Dodona Kiziria have been developing an elementary spoken Georgian course. Ten chapters have thus far been written along with exercises, and preliminary work has begun on a book of dialogues.

Howard I. Aronson of the University of Chicago is developing a "second year course covering conversation, literature and grammar."

The following comments were made by Reviewer Holisky on the increasing or diminishing importance of the Georgian language:

> In terms of an increase or a diminution in importance, I am not in a position to compare the demand for Georgian with that for other languages of the Former Soviet Union. However, I note a clear increase in interest in Georgian. This is based on my contacts in the academic community and in the population at large (businessmen and others who are establishing relationships with people/groups in Georgia). People are asking where they can study the language, and want to know which introductory textbook(s) to use. There is now a U.S. embassy in Tbilisi, and it would seem that the Foreign Service Institute is preparing to teach Georgian beginning in the fall 1993. The question becomes whether one needs a working knowledge of Georgian to closely monitor current events there (in a day-to-day way). The answer depends to great extent on the degree to which information there is available in Russian. Post-collapse, there has been a reluctance to use Russian. Whether this continues in the future remains to be seen.

World Area: Eastern Europe and Former Soviet Union
Language: Greek

Introduction

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See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

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Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Greek: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Nine LCRs from four institutions were completed for the Greek language. Greek and Ukrainian were each represented with the fourth highest number of LCRs in the Eastern Europe and Former Soviet Union world area; Polish was represented with the highest number (23) and Czech with the second highest (22).

Greek: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed four LCRs for beginning-level Greek.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." No two professors used the same books for beginning-level courses. The following is a list of textbooks identified by the professors:

- *Introduction to Modern Greek*, 4th ed., by Peter Bien (Hanover, University Press of New England: 1983). This textbook was rated very useful.
- *Greek Now 1 + 1* by Demetra Demetra and Marineta Papacheimona (Athens, Ammos: 1989). This textbook was also rated very useful.
- ΝΕΑ ΕΛΛΗΝΙΚΑ by P. Yiannopoulous and F.J. Pyridakau (Louvain, Université Catholique de Louvain: 1983). This book received a rating of useful.
- *Modern Greek* by Theodore Papaloizos (Silver Spring, MD, Papaloizos Publications: 1970-). This textbook was also rated useful.
- *Spoken Greek*, 2nd ed., by Evris Tsakirides (Ann Arbor, University of Michigan Press: 1992). This book has just recently been published so there is no rating.
- *A Reference Grammar of Modern Greek* (The Flinders University of South Australia City: year). This book was the only reference book listed for any level of Greek instruction, and it was rated useful.

The following grammars were supplied by a reviewer:

- *Essential Modern Greek Grammar* by Douglas Q. Adams (New York, Dover Publications: 1987).
- *Modern Greek: A Contemporary Grammar* by Olga Eleftheriades (Palo Alto, CA, Pacific Books: 1991).
- *A Manual of Modern Greek*, parts I and II (McGill University Companions to Modern Greek Studies, Series A.) by Anne Farmakides (New Haven, Yale University Press: 1974).
- *ΤΑ ΝΕΑ ΕΛΛΗΝΙΚΑ ΓΙΑ *ΕΝΟΥΣ* (Thessaloniki: Instituto Neoellenikon Spoudon).

Audiotapes

Question 8 asked professors to list audiotapes currently used. The audiotapes accompanying the textbook *Greek Now 1 + 1* was cited as being used by one professor. These audiotapes, however, were unrated. The other beginning-level professors did not address this portion of the survey. One reviewer indicated that audiotapes are available for *Introduction to Modern Greek*.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. Neither of these materials were cited at the beginning level. One professor, however, did supplement regular course material with a personal collection of slides to enhance cultural understanding. The professors made no mention of the use of computer courseware in their classrooms.

A reviewer added the name of one computer program called *Greek Drills* which is a computerized version of the Bien-Rassias-Bien *Workbook for Demotic Greek I*.

Intermediate Level

Professors completed three LCRs for intermediate-level Greek.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following five textbooks were listed at this level:

- *Modern Greek*, part II, by Papaloizos (cited previously), was rated useful.
- ΙΠΤΑΜΕΝΟΣ ΘΑΛΑΜΟΣ (Demotic Greek I) by Peter Bien et al., (Hanover, University Press of New England: 1983). This text was also rated useful.
- ΕΛΛΗΝΙΚΑ ΤΟΡΑ ΠΑΠΑΧΕΙΜΩΝΑ was rated useful.
- *Astradeni* by Eugenia Phakinou (Athens, Kedros: 1982). This book is a novel and was used as a supplementary text.
- *Kapnismeno Tsoukali* by Giannes Ritsos (Athens, Kedros: 1974). This book is a long poem and is also being used as a supplementary text.

The following intermediate text was added by a reviewer:

- *Modern Greek Reader*, parts I and II, by Anne Farmakides (New Haven, Yale University Press: 1974). The reviewer noted that this is used at McGill, but the "selections do not reflect the variety of Greek literature" for its relative absence of women writers.

Audiotapes

Question 8 asked professors to list audiotapes currently used. As at the beginning level, audiotapes were either infrequently used at the intermediate level, or were not a priority for professors who seemed to point more to the lack of effective textbooks/reading texts as the primary area of concern. One reviewer mentioned that the intermediate level book by Bien is accompanied by audiotapes.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. Two professors were using video-type materials at the intermediate level. Slides, used for vocabulary building, and videotapes based on such works as *He Chartopaichtra* and *Zorba the Greek* were also cited as classroom visual aids. No computer courseware was being used at the intermediate level.

Advanced Level

Professors completed two LCRs for advanced-level Greek, however, only the information from one was sufficient to report on.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor made use of a varied selection of materials for the advanced course. The textbook used entitled ΑΡΧΙΖΩ ΤΟ ΕΛΛΗΝΙΚΑ - ΠΕΡΙΣΣΟΤΕΡΑ ΕΛΛΗΙΚΑ published by ΑΡΙΣΤΟΤΕΛΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΟΝΙΚΗΣ (University of Thessalonike) was rated less useful.

Audiotapes

Question 8 asked professors to list audiotapes and currently used. The professor made use of locally-prepared audiotapes. The audiotapes were radio broadcasts which included songs and poetry.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. The professor mentioned "regular movies" from a personal collection, as well as materials borrowed from the Greek Tourist Organization. Computer courseware was not in use in this course.

Greek: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

For the beginning level, all four professors rated highly (two ratings of 4 and 5 each) the need for reading texts. The desired orientation was not given.

Videotapes were reported in high need at this level. Three professors rated the need at 4 or higher. One professor commented that the videotapes should "use basic vocabulary in various situations." Another professor suggested that they include cultural information.

Dictionaries were listed by three professors, the comment from one being that they "deal with present-day vocabulary and spellings."

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	0	1	1	1	0
Student reference grammar	1	0	1	0	1
Reading texts	2	2	0	0	0
Dictionaries	1	1	1	0	0
Business language material	0	1	0	0	0
Audiotapes	0	0	1	1	0
Videotapes	1	2	0	0	0
Computer courseware	1	0	1	0	0
Other					

Intermediate and Advanced Levels

The needs for the intermediate and advanced levels will be reported on together.

The demand for both intermediate- and advanced-level textbooks was rated highly. For the intermediate textbook, professors suggested they include more conversation and general vocabulary. Another comment was that they have "selected readings with the students' abilities in mind." The advanced textbook, according to professors, should use more authentic texts, and have a greater communicative approach and use more syntax.

Reviewer Wyatt commented that "Greek is well served at the introductory level, but beyond that things become less good. We badly need textbooks for intermediate students, as well as dictionaries and grammars." The urgency for advanced textbooks should not be so high, according to Wyatt, because "one can utilize newspapers, periodicals and books; and now satellite television, which should be obligatory at any good university."

The need for textbooks was closely followed by the call for reading texts appropriate to the level in question. One professor suggested that reading texts include a selection of subjects, covering literature to current events with authentic texts. Another mentioned that texts should include a "well-balanced selection of Greek authors."

Another item judged to be in great need of further development was videotapes which was rated once at 5 and at 4. One professor requested that videotapes at the intermediate level be developed while another professor emphasized the importance of having access to videotapes capable of being used at all three levels of instruction.

The last two items of concern were dictionaries which should "deal with present-day vocabulary and spellings," and computer courseware which uses the "interactive approach." Dictionaries were rated by one intermediate-level professor at a 4; another professor estimated the need at 3. Only two professors addressed the need for computer courseware, a teaching instrument which is not yet in widespread use in LCTLs. These professors rated the need for computer courseware at 3 and 5.

Summary of Intermediate and Advanced-Levels Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	2	2	0	0	0
Advanced textbooks	3	1	0	0	0
Student reference grammar	0	0	1	0	0
Reading texts	2	1	0	0	0
Dictionaries	0	1	1	0	0
Business language material	0	1	0	0	0
Audiotapes	0	0	1	0	0
Videotapes	1	1	0	0	0
Computer courseware	1	0	1	0	0
Other					

Greek: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Greek. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Three professors identified and rated the overall needs for Modern Greek. The instructional materials cited most often by professors were reading texts for the intermediate level. All three professors rated the need for these readers at 5. Audiotapes for the beginning and intermediate levels were listed twice and rated at 5 and at 4. Also cited by professors were a beginning-level textbook, a beginner and advanced reader, and videotapes. These materials were all rated at 4 and 5.

Greek: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Six program/center directors reported offering Greek instruction at their institutions. Greek was listed twice as a most important language in terms of materials development needs. Other languages in the Eastern Europe and Former Soviet Union world area that were listed twice as most important languages include: Bulgarian, Macedonian, Slovak, and Uzbek. Czech was listed most often (9) as a most important language in the world area and both Polish and Serbo-Croatian were listed eight items each.

Reviewer Wyatt expressed his disappointment at the placement of Modern Greek in a category where program/center directors would most likely proportionately be biased towards the Slavic languages. He stated, "Greece is located not only in the Balkans, but close to the Near East and Africa, and has relations of some importance with Turkey and Arab nations."

According to one of the program directors who listed Greek as a most important language, the materials in greatest need of development are audiotapes and readers for the beginning and intermediate levels.

Greek: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Helen Kolias of Cornell University is currently working on an intermediate-level textbook entitled *Readings in Modern Greek Literature*.

Eva Prionas of Stanford University is developing a "series of slides for vocabulary teaching and/or conversation." In addition, professor Prionas is developing a reader, but the level of this material was not stated.

The following is a list of organizations and universities which were cited by professors:

- Modern Greek Studies Association (MGSA)
  P.O. Box 1826
  New Haven, CT 06508

(Tel. 203-397-4189)
Executive Director: John Latrides

- Professor Dia M.L. Phillippides
  Department of Classical Studies
  Boston College
  Chestnut Hill, MA 02167-3806
- Flinders University of South Australia, attn. Leo Papademetre.
- McGill University, attn. Anna Farmakides.

World Area: Eastern Europe and Former Soviet Union
Language: Hungarian

Introduction

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- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Eastern Europe and Former Soviet Union World Area

NFLRC received 150 LCRs and 23 PDQs for the Eastern Europe and Former Soviet Union world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Albanian (2)
Armenian (8)
Azeri (1)
Bulgarian (6)
Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Hungarian: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Six LCRs from three institutions were completed for the Hungarian language. Hungarian, Bulgarian, Armenian and Slovene were each represented with the seventh highest number of LCRs in the Eastern Europe and Former Soviet Union world area; Polish was represented with the highest number (23) and Czech with the second highest (22).

Hungarian: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Two LCRs were completed for beginning-level Hungarian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." One professor was using personally-developed materials. The other cited *Hungarian in Words and Pictures* by Erdös, et al. (Budapest, Tankönyvkiadó: 1986). This book was rated very useful. The two professors appeared satisfied with the beginning-level materials available.

Reviewer Jeff Harlig commented, "there are actually several quite recent introductory-level materials available, most of which, however, do not cover enough material for a first-year course, but which could be used in various combinations with other materials." *Halló, itt Magyarország!* [Hello, This Is Hungary] by József Erdos and Csilla Prileszky (Budapest, Akadémiai Kiadó: 1992) and *Hungarolingua* 1, (Debrecen, Hungary, Debreceni Nyári Egyetem: 1991) are two good introductory-level supplementary materials, according to reviewer Harlig. The first he describes as "comunicatively oriented." The second contains two videocassettes with dramatized situations and an accompanying illustrated workbook.

According to Harlig, a good Hungarian reference grammar which could be used in coordination with the two previously-cited textbooks is *Colloquial Hungarian* by Jerry Payne (Routledge: 1987). Audiotapes accompany this material.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Beginning-level audiotapes were used in tandem with the textbooks. One professor was using personally-developed audiotapes, and the other used the tapes which accompanied the work by Erdös, et al.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. No Hungarian professors at any level cited use of videotapes. "None available," was one comment.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor reported the use of computer courseware at the beginning level.

Intermediate Level

Professors completed two LCRs for intermediate-level Hungarian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." As one course was a reading course designed for students with a background in the language who "wanted to continue with Hungarian," there was no textbook cited on the portion of the questionnaire where professors were requested to list the three main textbooks used. The other professor at the intermediate level was using *Magyar Beszélgetések* by Judit Horváth et al., (Budapest, Tankönyvkiadó: 1985). This book, a set of conversation in comic strip-like illustrations with supplementary exercises, was rated useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. At the intermediate level, one of two professors cited the use of audiotapes. These tapes accompanied the textbook by Horváth et al., listed previously.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. No professor reported the use of these materials at the intermediate level.

Advanced Level

Professors completed two LCRs for advanced-level Hungarian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." One professor listed the textbook, *Magyar Nyelv I* by Hegedüs et al. (Budapest, Tankönyvkiadó: 1989). This textbook was rated useful. The other survey participant at this level was using personally-developed materials, which were neither described nor rated.

Audiotapes

Question 8 asked professors to list audiotapes currently used. At the advanced level, one professor was using locally-prepared audiotapes; the other was not using audiotapes, according to the survey.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. No professor reported the use of these materials at the intermediate level.

Hungarian: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginning, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

At the beginning level, three professors rated the need for student reference grammars at 5. The desired orientation of these materials was not given. Five items were rated twice at 5. They include: business language materials, reading texts, audiotapes, videotapes, and computer courseware. Again, the desired orientation was not given. Beginner textbooks were not rated highly, but the reviewer of this survey disagreed, stating that they were needed.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	0	0	0	0	1
Student reference grammar	3	0	0	0	0
Reading texts	2	0	0	0	0
Dictionaries	1	0	1	0	0
Business language material	2	0	0	0	0
Audiotapes	2	0	0	0	0
Videotapes	2	0	0	0	0
Computer courseware	2	0	0	0	0
Other					

Intermediate Level

At the intermediate level, nearly all of the eight materials were reported to be in high need. Student reference grammars were listed three times and rated at 5. All other materials were rated at least once at 5. Commenting on one of those materials, one professor desired an intermediate-level textbook that is "more communicative, and up-to-date" and which includes "more authentic texts."

The reviewer Harlig stated that "there is a great need for proficiency-orented intermediate and advanced teaching materials in Hungarian."

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	2	0	0	0	0
Student reference grammar	3	0	0	0	0
Reading texts	2	0	0	0	0
Dictionaries	1	0	1	0	0
Business language material	2	0	0	0	0
Audiotapes	2	0	0	0	0
Videotapes	2	0	0	0	0
Computer courseware	2	0	0	0	0
Other					

Advanced Level

At the advanced level, professors provided similar demands for those made at the intermediate level. Again, a student reference grammar was rated at 5 by three professors. All other materials were rated at 5 at least once. The desired orientation of these materials was not provided.

The reviewer Harlig stated that "there is a great need for proficiency-orented intermediate and advanced teaching materials in Hungarian."

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	2	0	0	0	0
Student reference grammar	3	0	0	0	0
Reading texts	2	0	0	0	0
Dictionaries	1	0	1	0	0
Business language material	2	0	0	0	0
Audiotapes	2	0	0	0	0
Videotapes	2	0	0	0	0
Computer courseware	2	0	0	0	0
Other					

Hungarian: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Hungarian. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Two professors identified and rated the overall needs for the Hungarian language. Intermediate-level materials were listed most often by professors. At this level of instruction, a textbook, reader, and reference grammar were all rated at 4 or 5. Also listed by professors were a beginning-level reference grammar and an advanced-level textbook. Each material was cited once and rated at 5.

Hungarian: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Six program/center directors reported offering Hungarian at their institutions. Hungarian was not listed as a most important language in terms of materials development needs. Other languages in the Eastern Europe and Former Soviet Union world area that were not listed as most important languages include: Albanian, Armenian, Azeri, Georgian, Finnish, Kirgiz, Slovene, and Turkmen. Czech was listed most often (9) and both Polish and Serbo-Croatian were listed eight times each as most important languages.

Hungarian: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Judit M. Horváth of Indiana University-Bloomington is developing an intermediate-level textbook. Horváth also has self-prepared materials that can be used as a reference grammar.

Professor Marianna Birnbaum of UCLA is currently developing a first-year textbook covering grammar and a reader of modern Hungarian literature.

Szeged University was mentioned as a possible source for new materials.

World Area: Eastern Europe and Former Soviet Union
Language: Kazak

Introduction

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- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Eastern Europe and Former Soviet Union World Area

NFLRC received 147 LCRs and 23 PDQs for the Eastern Europe and Former Soviet Union world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Albanian (2)
Armenian (8)
Azeri (1)
Bulgarian (6)
Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Kazak: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

One LCR from one institution was completed for the Kazak language. Kazak, Tatar, Azeri, and Kirgiz were represented with the lowest number of LCRs in the Eastern Europe and Former Soviet Union world area; Polish was represented with the highest number of LCRs (23) and Czech with the second highest number (22).

Kazak: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

One LCR was completed for beginning-level Kazak.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor reported using the following textbooks:

- *My govorim po-kazakhskii* by K. Sariyeva (Alma-Ata, Kazakhstan: 1992). This textbook was rated very useful.
- *Qazaq tili, Grammatikaliq aniztaghish* by Zh. Tuymebayev (Almati, Mektep: 1989). This textbook was rated useful.
- *Izuchaem Kazakhskii jazik* by N. Oralbaeva, et al., (Alma-Ata, Mektep: 1989). This textbook was rated less useful.

The following is a list of Kazak language materials for English speakers:

- *Kazakh. Language Competencies for Peace Corps Volunteers in Kazakhstan* by Ilse Cirtautas (Washington, U.S. Peace Corps: 1992). This textbook was described as containing "authentic materials intended for learners with instructors trained in communicative methods."
- *Introduction to Kazakh* by John Krueger (Bloomington, Indiana University, Research Institute for Inner Asian Studies: 1980). The book contains a grammatical sketch, newspaper articles, small phrasebook, and glossary. It was commented that the book's "utility is limited by numerous errors and omissions."
- *A Kazakh Newspaper Reader* by John Krueger (Bloomington, Indiana University, Research Institute for Inner Asian Studies: 1985). As can be guessed from the title, this material is a collection of newspaper articles in standard Kazak and includes a glossary.
- *Kazakh-English Dictionary* by Boris Shnitnikov (Bloomington, Indiana University Publications: 1966). The reviewer had these comments: "An error-riddled and clumsy translation from the Russian of the *Kazakhsko-russkij slovar'* (eds. Kh. Makhmudov and Gainetdin Musabaev (Alma Ata, Izdatel'stvo Akademii Nauk Kazakhskoj SSR: 1964)); neither reliable nor adequate for research."

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor reported using locally-prepared audiotapes for pronunciation drills. Dialogues from the Sariyeva textbook were also recorded. These tapes are not available to other LCTL programs.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. The professor reported using videotaped copies of Kazak television and slides from Kazakstan and Xinjiang.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. The professor did not report the use of this material in the course.

Kazak: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference/grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

Due to the limited number of LCRs returned, the material needs for all three levels of instruction will be reported on together. The professor listed six materials as a high priority for development. They were: textbooks for all three levels of instruction, reading texts, dictionaries, and computer courseware.

According to the professor, the textbooks should all be communicative and be accompanied by audiotapes. The computer courseware should be interactive and be geared towards the textbooks. The professor also called for a dictionary or 40,000 words that can be used for research.

Materials listed and rated at 4 include: a student reference grammar, business language materials, videotapes, and audiotapes.

Summary of All-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	0	0	0
Intermediate textbooks	1	0	0	0	0
Advanced textbooks	1	0	0	0	0
Student reference grammar	0	1	0	0	0
Reading texts	1	0	0	0	0
Dictionaries	1	0	0	0	0
Business language material	0	1	0	0	0
Audiotapes	0	1	0	0	0
Videotapes	0	1	0	0	0
Computer courseware	1	0	0	0	0
Other					

Kazak: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Kazak. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One professor identified and rated the overall needs for the Kazak language. The three materials cited were: a beginner textbook, an intermediate textbook, and an advanced dictionary. The desired orientation of these materials was the same as the comments made in the previous section.

Kazak: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Two program/center directors reported offering Kazak instruction at their institutions. Kazak was listed twice as a most important language in terms of materials development needs. Other languages that were listed twice as most important languages include: Bulgarian, Greek, Macedonian, Slovak, and Uzbek. Czech was listed most often (9) as a most important language and both Polish and Serbo-Croatian were listed eight times each.

Both directors who listed Kazak as a most important language commented on the need for communicative beginning-level textbooks. The need was rated at 5.

Kazak: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Maria Lekic and others of the University of Maryland are currently instructing government employees. New materials from this may emerge.

It was reported that the Shnitnikov dictionary may be undergoing revision under the editorship of Karl Krippes. It was also noted that Alma Kunanbayeva has developed a manuscript of Kazak textbook and it was submitted to the Uralic and Altaic Series for publication.

World Area: Eastern Europe and Former Soviet Union
Language: Kirgiz

Introduction

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- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

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Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Eastern Europe and Former Soviet Union World Area

NFLRC received 147 LCRs and 23 PDQs for the Eastern Europe and Former Soviet Union world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

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Armenian (8)
Azeri (1)
Bulgarian (6)
Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Kirgiz: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

One LCR from one institution was completed for the Kirgiz language. Kirgiz, Kazak, Azeri, and Tatar were each represented with the lowest number of LCRs in the Eastern Europe and Former Soviet Union world area; Polish was represented with the highest number of LCRs (23) and Czech with the second highest number (22).

Kirgiz: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

One LCR was completed for beginning-level Kirgiz.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor reported using the following textbooks:

- *Kirghiz Manual* by Raymond J. Hebert (Bloomington, Uralic-Altaic Series 33, Indiana University Publications: 1963). This textbook was rated less useful.
- *A Kirghiz Reader* by Zhen-hua Hu and Guy Imart (Bloomington, Uralic-Altaic Series 154, Indiana University Publications: 1989). The reader was described as containing "an excellent collection of authentic texts representing a full range of styles and historical varieties of written Kirgiz."
- *Kirghiz. Language Competencies for Peace Corps Volunteers* by Ilse Cirtautus (Washington, U.S. Peace Corps: 1993).
- *Kirgizcha-oruscha süylöshmö* by A.I. Vasil'ev and S. Musaev (Frunze, Mektep: 1989).

Audiotapes, Videotapes, and Computer Courseware

Questions 8-11 asked professors to list audiotapes, other audiovisual materials, and technology currently used. The professor did not report the use of any of these materials in the course.

Kirgiz: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

Due to the limited number of LCRs received for the Kirgiz language, the material needs for all three levels of instruction will be reported on together.

The professor listed four materials as in a high priority need of development. They were: a beginner textbook, an intermediate textbook, dictionaries, and computer courseware.

In commenting on the desired orientation of these materials, the professor stated that the textbooks should be more communicative. The dictionary should have 40,000 words and be designed for research and translation use. Computer courseware should be interactive, and be designed in accordance with the textbooks.

Materials listed and rated at 4 include: an advanced textbook, student reference grammar, reading texts, business language materials, videotapes, and audiotapes.

Summary of All-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	0	0	0
Intermediate textbooks	1	0	0	0	0
Advanced textbooks	0	1	0	0	0
Student reference grammar	0	1	0	0	0
Reading texts	0	1	0	0	0
Dictionaries	1	0	0	0	0
Business language material	0	1	0	0	0
Audiotapes	0	1	0	0	0
Videotapes	0	1	0	0	0
Computer courseware	1	0	0	0	0
Other					

Kirgiz: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Kirgiz. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One professor identified and rated the overall needs for the Kirgiz language. The three materials cited were: a beginner textbook, an intermediate textbook, and an advanced dictionary. The desired orientation of these materials was the same as the comments made in the previous section.

Kirgiz: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

One program/center director reported offering Kirgiz instruction. Kirgiz was not listed as a most important language in terms of materials development needs. Other languages in the Eastern Europe and Former Soviet Union world area which were not listed as a most important language include: Albanian, Armenian, Azeri, Finnish, Georgian, Hungarian, Slovene, and Turkmen. Czech was listed most often (9) as a most important language and both Polish and Serbo-Croatian were listed eight times each.

Kirgiz: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Maria Lekic of the University of Maryland currently conducts language courses for government employees and materials from the class may be made available to other programs.

World Area: Eastern Europe and Former Soviet Union
Language: Macedonian

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Eastern Europe and Former Soviet Union World Area

NFLRC received 147 LCRs and 23 PDQs for the Eastern Europe and Former Soviet Union world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Albanian (2)
Armenian (8)
Azeri (1)
Bulgarian (6)
Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Macedonian: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Four LCRs from three institutions were completed for the Macedonian language. Macedonian, Georgian, Uzbek, and Romanian were each represented with the fourth lowest number of LCRs in the Eastern Europe and Former Soviet Union world area; Polish was represented with the highest number of LCRs (23) and Czech the second highest (22).

Macedonian: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed two LCRs for beginning-level Macedonian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." One professor reported using the following two textbooks:

- *Let's Learn Macedonian* by Ilija Čašule (Sydney, MacQuarie University: 1990). This textbook was rated useful.
- *Makedonski Jazik za Stranci - Početen Kurs* by Kiril Koneski (Skopje, University of Skopje: 1991). The textbook was rated less useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. One professor reported using the audiotapes which accompany the textbook *Let's Learn Macedonian.* These tapes are available through the publisher. The professor also reported using locally-prepared audiotapes of both songs and native speakers of Macedonian. These tapes are not available to other LCTL programs.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology use. No professor reported the use of either of these materials at the beginning level.

Intermediate Level

One LCR was completed for intermediate-level Macedonian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The only textbook listed by the professor was *Makedonski Jazik za Stranci - Sreden Kurs* by Kiril Koneski (Skopje, University of Skopje: 1991). The textbook was rated useful.

Audiotapes, Videos, Computer Courseware

Questions 8-11 asked professors to list audiotapes, other audiovisual materials, and technology currently used. No professor reported the use of these materials at the intermediate level.

Reading Course

One professor completed one LCR for this course.

Textbooks

The fourth LCR concerns a reading course for "those who already know Russian and/or Serbo-Croatian, Bulgarian." The professor explained that there are no real textbooks for this type of course in Macedonian. Mentioning *Grammar of the Macedonian Literary Language* by Horace G. Lunt (Skopje, Gov. Publishing House: 1952) and R.G.A. de Bray's sketch of *Macedonian in the Guide to the Slavonic Languages*, 3rd ed., the professor stated that these sources do not provide sufficient information. The second book is out of print and it's likely that the first is as well.

Audiotapes, Videotapes, and Computer Courseware

Questions 8-11 asked professors to list audiotapes, other audiovisual materials and technology currently used. No professor reported the use of these materials.

Macedonian: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

The development of four materials were reported to be in high priority according to professors. They were: a beginning-level textbook, a student reference grammar, reading texts, and dictionaries. Each of these materials were rated three times at 5. Commenting on the desired orientation of these materials, professors suggested that the textbook be more communicative. No additional comments were made for the other materials.

One professor at the beginning level rated the need for videotapes and audiotapes at 5. The professor stated the need for videotapes which include "authentic materials; e.g., places in Macedonia, TV programs." Audiotapes with authentic conversations and drill work were also desired by the professor.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	3	0	0	0	0
Student reference grammar	3	0	0	0	0
Reading texts	3	0	0	0	0
Dictionaries	3	0	0	0	0
Business language material	0	0	0	0	1
Audiotapes	2	0	0	0	1
Videotapes	1	0	0	0	1
Computer courseware	1	0	0	0	1
Other					

Intermediate and Advanced Levels

The material needs for the intermediate and advanced levels will be reported on together. Three materials were reported to be great need of development. Student reference grammars, reading texts, and dictionaries were each rated three times at 5.

"Dictionaries are inadequate and out-of-date," commented one professor. There is a Macedonian-Russian dictionary, but as one professor believes, it is "too short and long out of print." A Macedonian-Serbian dictionary was judged to be too large and it too is out of print. Professors were unanimous in the call for a dictionary. One professor stated the need for a Macedonian-English/English-Macedonian dictionary.

Reading texts were also said to be "out-of-print or inadequate." Some materials exist in Macedonia but they were not recommended by professors. In general, professors desired reading texts that were current and affordable.

Professors made similar comments on student reference grammars as they did for dictionaries and reading texts. All professors agreed that a current student reference grammar is either inadequate or simply does not exist. A grammar with English notes was desired.

Intermediate textbooks were reported to be in great demand. Although only one of the professors was teaching an intermediate-level course at the time of the survey, two other Macedonian professors responded to the need for an intermediate textbook. The need was rated twice at 5 and once at 4. One professor stated that although the market is small, there needs to be the development of textbooks for all levels of Macedonian instruction.

Audiotapes were reported by two professors to be in high priority of development. They rated the need at 5. "Communicative, authentic, and more drills," was one comment. The need for computer courseware received one rating of 5. One other survey participant addressed this item, rating the need for computer courseware at a 1, the lowest possible rating. The same ratings were given to videotapes as they were for computer coursware.

Summary of Intermediate and Advanced-Levels Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	2	1	0	0	0
Student reference grammar	3	0	0	0	0
Reading texts	3	0	0	0	0
Dictionaries	3	0	0	0	0
Business language material	0	0	1	0	1
Audiotapes	2	0	0	0	0
Videotapes	1	0	0	0	1
Computer courseware	1	0	0	0	1
Other					

Macedonian: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Macedonian. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Two professors identified and rated the overall needs for the Macedonian language. Cited by both professors was a dictionary for all levels of use. One professor rated the need at 5. Listed once by professors were textbooks for all three levels, intermediate-level reference grammars, and audiovisual materials for all levels. Each of these materials were rated at 5.

Macedonian: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Four program/center directors reported offering Macedonian instruction at their institutions. Macedonian was listed twice as a most important language in terms of materials development needs. Other languages that were listed twice as most important languages include: Bulgarian, Greek, Kazak, Slovak, and Uzbek. Czech was listed most often (9) as a most important language and both Polish and Serbo-Croatian were listed eight times each.

Commenting on materials needs for Macedonian, program/center directors listed dictionaries as a high priority.

Macedonian: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Ema Stefanova of the University of Michigan has prepared an intermediate-level course packet, and with proper financing, the materials could be developed into a textbook.

Christina Kramer of the University of Toronto is developing a textbook. Ilija Čašule of MacQuarie University in Sydney, Australia, is also developing a basic textbook.

Olga Tomik of the University of Novi Sad (Yugoslavia) and Professor R.G.A. de Bray are both developing dictionaries. Professor de Bray's address is:

74 Endeavor Street
Red Hill
Canberra, ACT 2603
AUSTRALIA

One professor whose courses were sponsored by the Macedonian community in the US, added these comments on the difficulty of developing Macedonian instructional materials:

> "[No] money is paid towards materials development. Communication with the University of Skopje is slow and not very efficient because of the present political and economic changes taking place there, but also because the existing materials are few and scarcely good."

World Area: Eastern Europe and Former Soviet Union
Language: Polish

Introduction

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How the Survey Was Organized and Analyzed

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Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Eastern Europe and Former Soviet Union World Area

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Armenian (8)
Azeri (1)
Bulgarian (6)
Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Polish: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Twenty-three LCRs from 11 institutions were completed for the Polish language. Polish was represented with the highest number of LCRs in the Eastern Europe and Former Soviet Union world area; Czech was represented with the second highest number of LCRs (22).

Polish: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed 11 LCRs for beginning-level Polish.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The textbook listed most often by professors was:

- *First Year Polish*, 2nd ed., by Oscar Swan (Columbus, OH, Slavica: 1983). Six of the 11 professors listed this book and most rated it useful.

The following textbooks were cited once by professors:

- *Mówimy Po Polsku* by Karolak, et al., (Warsaw, Wiedza Powszechna: 1988).
- *W Polsce Po Polsku: An Elementary Polish Course for English Speakers* by Maria Grala and Wanda Przywarska (Warsaw, Panstwowe Wydawnictwo Naukowe (PWN): 1981). This text was rated very useful.
- *Teach Yourself Polish* by Maria Corbridge-Patkaniowska (Kent, England, Hodden & Stoughton: 1987). This was rated useful.
- *Reading Authentic Polish*, vols. I and II, by Waldemar Walczynski (Washington, Center for Applied Linguistics: 1991 and 1992).
- *Wśród Polaków (Among Poles), Polish for Foreign Students*, Part I, by Brygida Rudzka-Ostyn and Goczolowa (Lublin, Katolicki Uniwersytet Lubleski: 1988). This textbook was rated very useful.
- *Porozm awiajmy po polsku* by Henryk Zwolski (Warsaw, Wydawnictwo Polonia: 1989).
- *Beginning Polish* by Alexander M. Schenker (Ithaca, Spoken Language Services, Inc.: 1975). This textbook was described as having the "most intelligent and instructive (not repetitive) drills."

One professor also reported using the following book as supplementary material:

- *A Concise Grammar of Polish*, 2nd ed., by Oscar E. Swan (New York, University Press of America: 1983).

Audiotapes

Question 8 asked professors to list audiotapes currently used. For the most part, those professors using *First Year Polish* also used the accompanying audiotapes. Several professors named cassettes prepared by the publishers of other textbooks. *Mówimy po polsku* was mentioned several times. Locally-prepared audiotapes were listed as used occasionally in the language laboratory.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Except for encouraging students to attend Polish films and showing slides of Poland to spur cultural understanding and conversation, no survey participants were using videotapes at the beginning level.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. Two professors cited the use of computer courseware for beginning-level instruction. Rated very useful by one of the two professors, the program is called *Lektorek Drills* published by Lektorek in Pittsburgh, PA, and it accompanies *First Year Polish* by Oscar Swan. This program is made for use on the Macintosh. The other professor called the courseware useful.

Intermediate Level

Professors completed seven LCRs for intermediate-level Polish.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The two most frequently cited textbooks were:

- *Intermediate Polish* by Oscar Swan (Columbus, OH, Slavica: 1986). This text was mentioned five times and rated useful.
- *Z polskim na co dzien': An Intermediate Polish Coursefor English Speakers* by Maria Grala and Wanda Przywarska (Warsaw, Panstwowe Wydawnictwo Naukowe (PWN): 1987). This textbook was rated very useful by one professor and useful by the others. Its availability is unclear.

Satisfaction with the intermediate-level textbooks was not high, and several survey participants pointed to the outdated nature of the books now available. One professor did, however, comment on the "excellent grammatical structure and sequence of forms" found in the textbook by Grala and Przywarska.

Audiotapes

Question 8 asked professors list audiotapes currently used. Four of seven professors reported using the audiotapes which accompany Swan's *Intermediate Polish* as their source of listening material.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Several professors stated that they encouraged students to watch subtitled Polish language films. One professor was using the SCOLA network.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor at this level listed the use of computer courseware.

Advanced Level

Professors completed five LCRs for advanced-level Polish.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Materials used at this level were varied, although two professors mentioned the use of publications from the Polonia Research Institute of the Jagiellonian University in Krakow, Poland. Two advanced-level professors cited personally developed materials as their principal source of teaching materials. The following is a list of advanced-level textbooks:

- *In the Labyrinth* by Wieslaw Oleksy and Oscar Swan (Columbus, Slavica: forthcoming).
- *To Wlasnie Polska - Podręcznik języka polskiego dla humanistów* by Wladyslaw Gliwihski (Uniwersitet Jagiellohski). This textbook was rated useful.
- *Ćwiczenia Gramatyczno - Leksykalne na Lektoraty Języka Polskiego dla Cudzoziemów* by Teresa Iglikowska (Uniwersytet Warszawski). This textbook was rated very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Two professors at the advanced level cited the use of locally-prepared audiotapes for their courses.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. One professor was using a videotape series from the University of Pittsburgh. The series was called *Poland: 100 Years of History and Culture*, parts 1 and 2. The same professor cited these videos taped from a PBS telecast: *Ulica Krokodyli* based on Bruno Schulz's stories, and *Czestaw Milosz Remembers*.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor reported the use of computer courseware at the advanced level.

Polish: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

For the beginning level, textbooks were most often reported by professors to be in the greatest demand. In all, eight professors rated the need at 4 and 5. Commenting on the desired orientation of the textbooks, professors suggested basic textbooks with more authentic language and clear grammar explanations. Other concerns which prompted professors to place textbooks in high priority of development include gender-stereotyping and general social anachronisms as the principal shortcomings of current textbooks, and the need for political accuracy as concerns the present-day situation in Poland.

For the simple reason that audiotapes are often developed to accompany textbooks, especially in the case of the Polish language, professors made similar comments for the need audiotapes as they did for those made for textbooks. Five professors rated the need of audiotapes at 4 and 5. Authentic language, political accuracy, and non-stereotypes were also comments made for audiotapes.

Eight professors at the beginning level also rated at 4 and 5 the need for reading texts. Another five professors rated at 4 or higher the need for student reference grammars which are more accessible to students.

Four professors highly rated the need for materials dealing with business Polish (two ratings of 4 and 5 each). A book with "basic vocabulary for business people" was the desired orientation for one professor.

In the "other" category, one professor took the opportunity to suggest the development of "colorful charts with images of objects and situations."

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	5	3	1	1	1
Student reference grammar	4	1	0	0	1
Reading texts	5	3	1	0	0
Dictionaries	1	1	2	2	0
Business language material	2	2	0	0	1
Audiotapes	3	2	0	0	2
Videotapes	3	1	1	0	0
Computer courseware	2	1	1	2	0
Other: Charts	1	0	0	0	0

Intermediate Level

At the intermediate level, textbooks were reported to be in the greatest need of development. Five professors rated the need at 4 and 5. Commenting on the desired orientation of these materials, professors suggested a textbook with more natural and "native-quality" Polish. One professor indicated the need for a textbook of business Polish.

After textbooks, videotapes were reported to be in high demand. Four professors gave marks of 4 or higher. "Cultural" videos were suggested by one professor.

Four professors rated the need for audiotapes at 4 and 5. Radio broadcasts and other authentic sources were suggested sources of material to be used in the audiotapes.

Reading texts were also cited with some frequency by professors. The item of the greatest concern to survey participants was reading texts which would "present the changes in post communist Poland." The need for reading texts received three ratings of 4 or higher.

Three professors rated at 4 the need for a student reference grammar. One professor stated that a reference grammar with "good presentation" was needed.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	3	2	0	2	0
Student reference grammar	0	3	0	1	0
Reading texts	2	1	0	1	0
Dictionaries	0	1	1	1	0
Business language material	1	1	0	0	1
Audiotapes	2	2	0	1	0
Videotapes	3	1	1	0	0
Computer courseware	0	0	2	1	0
Other					

Advanced Level

Although some professors of advanced Polish questioned the very existence of an advanced textbook, the reported need of textbooks fell slightly below that of videotapes. The difference was marginal, however, and on the whole, most all of the materials at the advanced level were ranked highly in terms of development. The desired orientation of these materials was not given.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	2	0	0	1	0
Student reference grammar	1	1	0	0	0
Reading texts	1	1	0	1	0
Dictionaries	1	1	0	0	0
Business language material	0	2	0	0	1
Audiotapes	2	0	0	1	0
Videotapes	2	1	0	0	0
Computer courseware	0	1	0	1	0
Other					

For all levels of Polish instruction, the category which drew the least attention was computers. One member of the Polish language research community stated that this was possibly due to three things: 1) Polish professors are not used to working with courseware, 2) given the small size of most Polish course enrollment, professors may feel they give adequate attention to the students in class; therefore, students would not need to do as much self study, 3) the price of such courseware is prohibitive.

Dictionaries too, ranked low as needed instructional materials. The comment was made with regard to dictionaries, that those which are available are quite expensive.

Polish: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Polish. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Eleven professors identified and rated the overall needs for the Polish language. Cited most often for development needs were textbooks. Beginning-level textbooks were listed by seven professors who rated the need at 4 or 5. Intermediate-level textbooks were listed by four professors and were also rated at 4 or 5. Advanced textbooks were listed twice and rated at 5. The desired orientation of the textbooks were that they include "dialogues and readings with updated information about Poland." Another professor believed textbooks should be "developed in cooperation with Polish scholars in

Poland, since they have much more experience in teaching Polish as a second language."

Reading texts were also cited with some frequency by professors. Intermediate-level readers were listed three times, beginning-level readers twice, and an advanced reader once. Each of these materials' need was rated at 4 or 5.

A similar demand to that for reading texts was made for audiotapes. Lower-level audiotapes were listed by five professors and were all rated at 5.

Additional materials listed were lower-level videotapes to accompany textbooks and a reference grammar. These materials were rated at 4 or 5.

Polish: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Seventeen program/center directors reported offering Polish instruction at their institutions. Polish was listed eight times as a most important language, second most in the Eastern Europe and Former Soviet Union world area; Czech was list most often (9) and Serbo-Croatian was also listed eight times.

On the PDQs, most directors called for the need for all materials in Polish instruction. Some directors specifically mentioned business language materials and videos as high priority needs.

Polish: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

In the Labyrinth by Wieslaw Oleksy and Oscar Swan (Columbus, Slavica: December 1993) is currently being developed. This material is for the intermedite to advanced level and includes five hours of videotaped material. Oscar Swan is also working on a student's dictionary and a Polish phrase book.

One professor mentioned that new materials ought to use the beginning-level textbook by Rudzka and Goczolowa as a model because of its grammatical charts and useful drills.

The following are professors currently developing materials:

- Zechenter Katarzyna of the University of Michigan is developing a first-year Polish reader which includes poetry and prose.
- Frank Carliss: Wayne State University
- Michael Mikos: Department of Slavic Languages, University of Wisconsin-Milwaukee
- Joanna Fabisiak: Ul. Reymonta 23 M. 235
  01-840 Warszawa, Poland

The following companies provide materials for the Polish language:

- Language Resource Center
  P.O. Box 413
  Milwaukee, WI 53201-0413
  (developing computer program for first and second year Polish with Professor Michael Mikos).
- Lektorek
  6649 Woodwell
  Pittsburgh, PA 15217

World Area: Eastern Europe and Former Soviet Union
Language: Romanian

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Eastern Europe and Former Soviet Union World Area

NFLRC received 147 LCRs and 23 PDQs for the Eastern Europe and Former Soviet Union world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Albanian (2)
Armenian (8)
Azeri (1)
Bulgarian (6)
Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Romanian: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Four LCRs from three institutions were completed for the Romanian language. Romanian was represented with the fourth lowest number of LCRs in the Eastern Europe and Former Soviet Union world area; Uzbek, Macedonian, and Georgian also were represented with four LCRs.

Romanian: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed three LCRs for beginning-level Romanian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The five textbooks in use at the beginning level of Romanian instruction were:

- *Limba Română* by Grigore Brâncuş (Bucharest, Editura Didactica & Pedagogica: 1981-1982).
- *Limba Română Contemporană*, 3 vols., by Grigore Brâncuş (Bucharest, Bucharest University: 1984).
- *Modern Romanian* by James E. Augerot and Florin D. Popescu (Colombus, OH, Slavica: 1983).
- *A Course in Contemporary Romanian: An Introduction to the Study of Romanian* by Boris Cazacu et al., (Bucharest, Editura Didactica & Pedagogica: 1980).
- *Colloquial Romanian* by Dennis Deletant (London-Boston, Routledge & Keegan Paul: 1990).

Professors listed these textbooks useful, with one professor judging the works by Deletant and Augerot as less useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. One professor at the beginning level was using audiotapes. These were locally-prepared tapes which consisted of recorded readings from the textbook *A Course in Contemporary Romanian.*

Videotapes and Computer Courseware

Questions 9, 10 and 11 asked professors to list other audiovisual materials and computer programs currently used. No professor reported the use of these materials at the beginning level.

Intermediate Level

One LCR was completed for intermediate-level Romanian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The only textbook listed was *Limbâ Românâ Contemporanâ*, 3 vols., edited by Ion Coteano (Bucharest, Editura Didactica si Pedagogica: 1974-1985). This textbook was rated useful.

Audiotapes, Videotapes, and Computer Courseware

Questions 8-11 asked professors to list audiotapes, videotapes, and computer courseware currently used. No professor reported the use of these materials at the intermediate level.

Romanian: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginning, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

At the beginning level, videotapes marginally edged out textbooks as the material in greatest need of development. No comments were made as to the desired orientation of the videotapes. For textbooks, professors called for one with a communicative approach and which includes drills. One reviewer felt that elementary textbooks are no longer the highest developmental priority due to the recent publishing of an elementary text at Ohio State University.

The need for audiotapes received two ratings of 5 and one of 3. Mentioned variably were a student reference grammar, computer courseware, business language materials, and reading texts. All of these items received ratings of at least one 4.

The lowest rated item of Q12 turned out to be dictionaries. One professor out of three addressed the need for Romanian-English dictionaries, rating it at 3.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	2	1	0	0	0
Student reference grammar	1	0	1	0	0
Reading texts	1	0	0	1	0
Dictionaries	0	0	1	0	0
Business language material	1	0	0	0	0
Audiotapes	2	0	1	0	0
Videotapes	3	0	0	0	0
Computer courseware	1	0	0	0	0
Other					

Intermediate Level

As for the beginning level, the same materials were generally needed at the intermediate level. Videotapes again edged out textbooks as the material in greatest need. One professor commenting on the desired orientation of the textbook, suggested that it include "explanations in English, updated texts, and a glossary." No comments were made for videotapes.

Audiotapes were also cited with much frequency. Two professors rated their need at 5. The desired orientation for audiotapes was not given.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	2	1	0	0	0
Student reference grammar	1	0	1	0	0
Reading texts	1	0	0	1	0
Dictionaries	0	0	1	0	0
Business language material	0	1	0	0	0
Audiotapes	2	0	1	0	0
Videotapes	3	0	0	0	0
Computer courseware	1	0	0	0	0
Other					

Advanced Level

Similar needs were reported for the advanced level as were made for the beginning and intermediate levels. Videotapes, textbooks, and audiotapes again ranked highest in terms of development needs. One reviewer felt the highest priority for materials development should be given to an intermediate-advanced textbook/reader.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	2	0	1	0	0
Student reference grammar	1	0	1	0	0
Reading texts	1	0	0	1	0
Dictionaries	0	1	0	0	0
Business language material	1	0	0	0	0
Audiotapes	2	0	1	0	0
Videotapes	3	0	0	0	0
Computer courseware	1	0	0	0	0
Other					

Romanian: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Romanian. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Three professors identified and rated the overall needs for the Romanian language. Videotapes for all levels of instruction were listed three times and rated at 5. Beginning-level textbooks were cited twice and rated at 5. Other materials that were listed once but rated at 5 include: an advanced reader, computer courseware for the beginning level, an intermediate grammar practice book, and audiotapes for all levels of use.

Romanian: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Five program/center directors reported offering Romanian instruction at their institutions. Romanian was listed once as a most important language in terms of materials development needs. Other languages in the Eastern Europe and Former Soviet Union world area listed once as a most important language include: Estonian, Tatar, and Uygur. Czech was listed most often by directors (9) and both Polish and Serbo-Croatian were listed eight times each as most important languages.

The program/center director who listed Romanian as a most important language cited the high need for beginning-level textbooks. The need was rated at 5.

Romanian: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Dr. Georgina Farnoaga of UCLA is currently developing "a selection of readings (authentic language samples) for intermediate and advanced students."

Both reviewers mentioned the upcoming elementary textbook and accompanying audiotapes by Rodica Boţoman of the Ohio State University Slavic Department which is currently being published at Ohio

State University. One reviewer felt that with the addition of this textbook to the pool of available materials, elementary texts are no longer the highest need for materials development.

World Area: Eastern Europe and Former Soviet Union
Language: Serbo-Croatian

Introduction

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South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

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- Armenian (8)
- Azeri (1)
- Bulgarian (6)
- Czech (22)
- Estonian (3)
- Finnish (6)
- Georgian (4)
- Greek (9)
- Hungarian (6)
- Kazak (1)
- Kirgiz (1)
- Macedonian (4)
- Polish (23)
- Romanian (4)
- Serbo-Croatian (17)
- Slovak (5)
- Slovene (6)
- Tatar (1)
- Turkmen (2)
- Ukrainian (9)
- Uygur (3)
- Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Serbo-Croatian: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Seventeen LCRs from ten institutions were completed for the Serbo-Croatian language. Serbo-Croatian was represented with the third highest number of LCRs in the Eastern Europe and Former Soviet Union world area; Polish was represented with the highest number (23) of LCRs and Czech was represented with the second highest number (22) of LCRs.

Serbo-Croatian: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed ten LCRs for beginning-level Serbo-Croatian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of beginner textbooks:

- *Teach Yourself Serbo-Croat*, by Vera Javarek and Miroslava Sudjić (Sevenoaks, UK, Hodder and Stoughton: 1980). This textbook was rated less useful and useful.
- *Colloquial Serbo-Croat* by Celia Hawkesworth (London-Boston, Routledge & Kegan Paul: 1986). This textbook was rated useful by one professor and very useful by the other.
- *Introduction to the Croatian and Serbian Language* by Thomas F. Magner (State College, PA, Penn State University: 1991). It was given one rating of less useful and one rating of very useful.
- *Croatian or Serbian Communicative Grammar Exercises* by Michael Vezilich and Miljenko Kovacicek (Pittsburgh, Department of Slavic Languages, University of Pittsburgh: 1989). This text is noteworthy for its communicative orientation.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Most professors reported using the audiotapes which accompany the previously cited textbooks.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Two professors used videotapes in their beginning-level Serbo-Croatian courses. Mentioned by name was the videotape accompanying the *Let's Learn Serbo-Croatian I and II* textbook by Višnja Barac-Kostrenić, et al., (Zagreb, Center for Foreign Language Study: 1982), although the comment was made that this series is more appropriate for "applied conversational exercises."

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. Only one professor at the beginning level was using computer courseware at the time of the survey. This was the *Lektorek Series* (6649 Woodwell, Pittsburgh, PA 15217) which accompanies the *Let's Learn Serbo-Croatian I and II* materials. The software is for use on the Macintosh.

Intermediate Level

Professors completed four LCRs for intermediate-level Serbo-Croatian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of intermediate textbooks:

- *Intermediate Serbo-Croatian* by Monica Partridge (London-New York, McGraw-Hill: 1964). This textbook was rated less useful.
- *Prpskohrvatski Jezik 2, Srednji tecaj za strance zike* (Belgrade, Institut za strane jezike: 1986). This book was rated useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. No professor reported the use of audiotapes at the intermediate level.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology used. One professor using the *Let's Learn Croatian I and II* courseware package at the beginning level also used this software for the intermediate level. No professor reported the use of videotapes at the intermediate level.

Advanced Level

Professors completed three LCRs for advanced-level Serbo-Croatian; one course that was called an "independent study-advanced conversation" course.

The professors appeared to tailor their courses to the specific needs and interests of their students of a particular year. "Current events" was the topic of one such course; the responding professor used locally-prepared audiotapes of shortwave radio broadcasts from Radio Zagreb and Radio Belgrade.

Serbo-Croatian: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

For the beginning level, the material in greatest need of development according to professors was a student reference grammar. Seven professors rated the need at 5. Comments on the reference grammar and its desired orientation include one that is "simple, cross-referenced, and committed to a unified Serbo-Croatian." Another professor suggested that the reference grammar include "a detailed summary of morphology and syntax."

Reading texts followed reference grammars in terms of need. Professors called for "updated texts" which draw from both "literary and colloquial" sources. The importance of featuring the works of both Serbian and Croatian authors was also cited, along with the inclusion of subject matter from other sources such as the mass media or scientific reports.

Seven professors rated the need for a beginner textbook at 3 or higher. Both reviewers also commented on the high need for a beginning-level Serbo-Croatian textbook. One professor commented on the need for textbooks with "authentic dialogues, grammar, drills, and short texts."

Audiotapes were also cited with some frequency. The desired orientation other than ones that accompany the textbook were not given.

Rated with almost equal need were computer courseware and videotapes. Since only two of ten professors at the beginning level cited using available courseware or videotapes in their courses, it would appear that the materials available are inadequate, or else do not lend themselves to the teaching styles of the professors in question. In any case, half the professors surveyed rated at 4 or higher the need for both courseware and videotapes.

Further down on the list of needs were business language materials. The need for business language materials was rated at 3 or higher five times. Dictionaries followed business materials according to professors. As is seen later, dictionaries were a matter of more concern to professors at higher levels of Serbo-Croatian language instruction. Both reviewers, however, expressed the need for more affordable dictionaries and suggested some type of subsidy to bring the Morton Benson SC-English and English-SC dictionaries down to a more affordable level.

One professors stated the need to update all Serbo-Croatian teaching materials, "in order to reflect the new realities of former Yugoslavia and how they will be manifested in terms of language learning."

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	2	1	4	0	0
Student reference grammar	7	1	0	1	0
Reading texts	4	1	1	1	1
Dictionaries	1	2	0	0	5
Business language material	1	1	3	0	2
Audiotapes	2	1	3	1	0
Videotapes	1	3	1	2	0
Computer courseware	1	3	0	1	1
Other					

Intermediate Level

At the intermediate level, student reference grammars again were rated in great need for development, but fell slightly below the need for textbooks. Seven professors rated the need for textbooks at 5, while three others rated it at 3 or 4. The desired orientation of the textbook was "toward students with knowledge of both variants, [who] want to know how to move between them." Similar comments were made for the student reference grammar as were made in the section of beginning-level material needs.

Reading texts were again cited with much frequency; four times rated at 5. Audiotapes were the only other material reported to be in great need by professors. Two rated the need at 5.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	7	1	2	0	0
Student reference grammar	7	1	0	1	0
Reading texts	4	1	1	1	1
Dictionaries	1	2	0	0	5
Business language material	1	1	3	0	2
Audiotapes	2	1	3	1	0
Videotapes	1	3	1	2	0
Computer courseware	1	3	0	1	1
Other					

Advanced Level

Again, student reference grammars were placed in high priority of development. Advanced textbooks followed the grammars, and reading texts after that. All comments as to the desired orientation of these materials are the same as the ones reported in the two previous sections.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	5	0	2	1	0
Student reference grammar	7	1	0	1	0
Reading texts	4	1	1	1	1
Dictionaries	1	2	0	0	5
Business language material	1	1	3	0	2
Audiotapes	2	1	3	1	0
Videotapes	1	3	1	2	0
Computer courseware	1	3	0	1	1
Other					

Serbo-Croatian: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Serbo-Croatian. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Nine professors identified and rated the overall needs for the Serbo-Croatian language. The greatest need according to professors were for textbooks. Intermediate-level textbooks were cited by five professors who rated the need at 5. Beginning-level textbooks were listed four times and rated at 5, and advanced textbooks were listed three times and also rated at 5.

Other materials cited with some frequency were reading texts. Eight professors cited the need for readers mostly for the upper levels of instruction. All but one professor rated their need at 5.

Student reference grammars for all levels were listed by five professors who rated the need at 5. Both reviewers agreed that there is a great need for student reference grammars. One reviewer listed reference grammars as the highest priority overall.

Audiotapes, videotapes, and computer courseware were also listed by professors and received ratings of 4 or 5.

Serbo-Croatian: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Sixteen program/center directors reported offering Serbo-Croatian instruction at their institutions. Serbo-Croatian was listed eight times as a most important language, second highest in the Eastern Europe and Former Soviet Union world area; Czech was listed most often (9) and Polish was also listed eight times as a most important language.

Commenting on the materials needed for the Serbo-Croatian language, directors focused on textbooks, particularly for the beginning level Some directors stated that for the advanced level, materials needed to be more "proficiency-based". Other materials listed include: general audiovisual materials, a student reference grammar, and business language materials. Business language materials were a low priority, overall.

Serbo-Croatian: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Michael L. Vezilich of the University of Pittsburgh is working on an updated edition of *Communicative Grammar with Exercises* which will be accompanied by audiotapes.

Radmila Gorup of the University of California-Berkeley has developed grammar sections for a beginning course and is currently working on syntax.

Nada Djordjević of the University of Chicago is working on a reader for Serbo-Croatian.

Vasa Mihailovich of the University of North Carolina-Chapel Hill is working on elementary textbook that will be published by the Serb National Federation. The author describes it as good for the first three semesters of study.

The following names, organizations and universities were listed by professors:

Professor Vinko Grubisić
Waterloo University
Waterloo, Ontario CANADA
Tel: 519-885-1211, ext 3383

World Area: Eastern Europe and Former Soviet Union
Language: Slovak

Introduction

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How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
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Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Eastern Europe and Former Soviet Union World Area

NFLRC received 147 LCRs and 23 PDQs for the Eastern Europe and Former Soviet Union world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Albanian (2)
Armenian (8)
Azeri (1)
Bulgarian (6)
Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Slovak: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Five LCRs from two institutions were completed for the Slovak language. Slovak was represented with the fifth lowest number of LCRs in the Eastern Europe and Former Soviet Union world area; Polish was represented with the highest number of LCRs (23) and Czech with the second highest (22).

Slovak: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed two LCRs for beginning-level Slovak.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Both professors listed the textbook, *Beginning Slovak* by Oscar Swan and S. Galova-Lorinc (Columbus, OH, Slavica: 1990). This turned out to be the only textbook listed at any level of instruction. Both beginning-level professors judged this textbook to be less useful. The reviewer of this survey was not as critical of the textbook as the two professors were.

Audiotapes

Question 8 asked professors to list audiotapes currently used. One of two beginning-level professors cited the use of audiotapes. The audiotapes accompanied the previously mentioned work by Swan and Galova-Lorinc.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. No beginning-level Slovak professor listed the use of videotapes.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No beginning-level Slovak professor listed the use of computer courseware. It was noted that computer courseware has been developed which accompanies the Swan and Galova-Lorinc textbook.

Intermediate and Advanced Levels

Professors completed three LCRs for intermediate- and advanced-level Slovak.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." No professor reported the use of any textbooks at these levels of instruction.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Audiotapes were used by one professor at the intermediate and advanced level. These were the audiotapes which accompanied the work by Swan and Galova-Lorinc.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Movies on videotape were used by one professor at the advanced level. These were commercial full-length films which were shown to enhance students' understanding of life in Czecho-Slovakia.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor reported the use of computer courseware at these levels of instruction.

Slovak: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

Due to the limited number of LCRs received for the Slovak language, the material needs for all three levels of the Slovak language will be reported on together.

Four materials were reported to be in great need of development for the Slovak language. They were:

intermediate textbooks, advanced textbooks, dictionaries, and student reference grammars. Each of these materials were rated twice at 5.

Commenting on the desired orientation of these materials, professors suggested that textbooks at all levels include a graded structure, functional exercises, and communicatively-oriented texts. The reference grammar should contain a "contrasting English-Slovak approach," noted one professor. No comments were made for dictionaries.

Reading texts were also cited with much frequency. Three professors rated the need at 4 or 5. No additional information was provided for the desired orientation.

Videotapes were mentioned four times and rated at 5 and 4 once and at 3 twice. According to one professor, more Slovak movies and documentary films are needed. The videotapes should cover "various aspects of political, economic, and cultural life in today's Czecho-Slovakia," wrote one professor.

Business language materials, computer courseware, and audiotapes all received the highest rating from one professor in terms of need, that is 5. The other professors either chose not to comment on these items, or gave no rating higher than a 3.

In the category of "other materials needed" one professor listed maps of Czecho-Slovakia and the need for other authentic teaching aids such as newspapers.

Summary of All-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	1	0	0	0
Intermediate textbooks	2	0	0	0	0
Advanced textbooks	2	0	1	0	0
Student reference grammar	2	0	1	0	0
Reading texts	1	2	0	0	0
Dictionaries	2	0	1	0	0
Business language material	1	0	1	0	0
Audiotapes	1	0	1	0	0
Videotapes	1	1	0	2	0
Computer courseware	1	0	1	0	0
Maps and other documentary materials	1	0	0	0	0

Slovak: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Slovak. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Three professors identified and rated the overall needs for the Slovak language. Professors cited three materials with an equally high priority. They were: beginning-level textbooks, a dictionary, and reading texts. All three materials were listed twice and rated at 5.

Also listed by professors were an advanced-level textbook, a reference grammar, and documentary films and print materials such as newspapers, journals, etc., that could be used in the advanced levels of instruction. Each of these materials was listed once and rated at 5.

Slovak: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Four program/center directors reported offering Slovak instruction at their institutions. Slovak was listed twice as a most important language in terms of materials development needs. Other languages that were listed twice as most important languages include: Bulgarian, Greek, Kazak, Macedonian, and Uzbek. Czech was listed most often (9) as a most important language and both Polish and Serbo-Croatian were listed eight times each.

Commenting on the materials needed for the Slovak language, one director listed the need for a beginning-level textbook in high priority. The other director who listed Slovak as a most important language did not identify the materials needed for the language.

Slovak: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

No additional information was provided for the Slovak language.

World Area: Eastern Europe and Former Soviet Union
Language: Slovene

Introduction

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Georgian (4)
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Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Slovene: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Six LCRs from five institutions were completed for the Slovene language. Slovene was represented with the sixth highest number of LCRs in the Eastern Europe and Former Soviet Union world area; Finnish, Bulgarian, and Hungarian were also represented with six LCRs.

Slovene: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed five LCRs for beginning-level Slovene. One of these courses was described by the responding professor as a course which "varies, depending upon students; if most have had Russian, course builds quickly upon that background; if not, then it is a basic reading course."

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of the books mentioned:

- *Učimo se slovenščino. Učbenik* by Martina Križaj-Ortar (Ljubljana, Državna založba Slovenije: 1989). This textbook was the only one rated very useful.
- *Zakaj ne po slovensko: Slovene by Direct Method* by Jože Toporišič (Ljubljana, Slovenska izseljenska matica: 1969). This text was rated by two professors as less useful. The work by Toporišič was labeled difficult with too few exercises and explanations. It also lacks "very little sequencing in introduction of material."

The following textbooks were listed once and all rated useful:

- *Guide to the South Slavic Languages* 3rd ed., by R.G.A. de Bray (Columbus, OH, Slavica: 1980). This book was said to be out of print.
- *Slovenščina za tujce* by Hermina Jug-Kranjec (Folizofska fakulteta, Univerza v Ljubljani: 1987).
- *Structure and History of the Slovene Language* by Rado L. Lencek (Columbus, OH, Slavica: 1982).
- *Povejmo slovensko* by Ema Andoljšek, Ludvik Jevšenjak and Tomo Korošec (Državna Založba, Slovenije: 1971).

One responding professor stated that he has developed his own materials because of the lack of availability of Slovene textbooks.

Audiotapes

Question 8 asked professors to list audiotapes currently used. One professor mentioned the use of the twelve "phonodiscs" which accompany the book by Toporišič. The reviewer notes that four audiotapes accompany the textbook *Povejmo slovensko*.

Videotapes and Computer Courseware

Questions 9 and 10 asked professors to list other audiovisual materials and computer courseware currently used. No professor reported the use of these materials at this level of instruction.

Special Course Report

One professor who completed an LCR was teaching to the "occasional small group of Ph.D. students" who are "expected to pick up a reading knowledge of the language." The use of textbooks will be the only instructional material treated in this section of the report.

The professor was using the following book as a source of reading materials: *Slovenska zvrstna besedila* by Jože Toporišič and Velemir Gjurin, eds., (Univerza v Ljubljani, Ljubljana: 1981). The book was rated very useful. Another book that the professor is planning to use when it is published in 1993 is *The Slavonic Languages* by B. Comrie and G. Corbett, eds., (London, Routledge: forthcoming). There will be a section entitled, "Slovene" by Tom Priestly included in this book.

Slovene: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate and Advanced Levels

Due to the limited number of LCRs received for the Slovene language, the material needs for all three levels of instruction will be reported on together.

Four professors rated the need for beginning-level textbooks at 5. Beginner textbooks edged out intermediate textbooks in terms of greatest need of development. On the whole, textbooks were the material in highest priority according to professors. No comments were made as to the desired orientation although one professor stated the need for a textbook "designed for students who already know a Slavic language." One professor stated that intermediate- and advanced-level textbooks do not exist.

Student reference grammars and reading texts received three ratings of 5. A mention was made that a student reference grammar is "forthcoming" from Slavica Publishers in 1992. Reading texts should be discipline and field specific, according to one professor.

The need for audiotapes, business language materials, and computer courseware were also rated at 5. No specific comments were made as to the desired orientation of these items.

The need for dictionaries, which was rated no higher than 3 by one professor, was explained in this way: "dictionaries exist, but are often not available, and are aimed at Slovenes learning English...there is probably not enough of a market to justify producing dictionaries aimed at Americans learning Slovene; the effort could better be put into other materials."

Summary of All-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	4	0	0	0	0
Intermediate textbooks	3	1	0	0	0
Advanced textbooks	3	0	0	0	0
Student reference grammar	3	0	0	0	0
Reading texts	3	0	0	0	1
Dictionaries	0	0	1	1	1
Business language material	1	0	1	0	1
Audiotapes	1	2	0	0	0
Videotapes	0	2	0	0	1
Computer courseware	1	0	1	0	1
Other					

Slovene: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Slovene. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Five professors identified and rated the overall needs for the Slovene language. Professors limited the list of materials needed to three items: textbooks, readers, and reference grammars. A beginning-level textbook was cited by all five professors and was rated at 5. An intermediate textbook was listed four times and an advanced textbook twice. All but one professor rated their need at 5. In terms of the orientation of these textbooks, one professor stated that the beginner textbook should be written for the needs of English speaking students, while the intermediate textbook should be more for Slavists.

The second item listed with most frequency was reading texts. Three professors cited readers but they did not identify the specific levels of these materials. One professor, however, requested reading texts that would cover the topics of the history and economy of Slovenia.

The third material, a reference grammar for the intermediate level of instruction, was cited by two professors and was rated at 5.

Slovene: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Two program/center directors reported offering Slovene instruction at their institutions. Slovene was not listed as a most important language in terms of materials development needs. Other languages in the Eastern Europe and Former Soviet Union world area that were not listed as most important languages include: Albanian, Azeri, Finnish, Georgian, Hungarian, Kirgiz, and Turkmen. Czech was listed most often (9) as a most important language and both Polish and Serbo-Croatian were listed eight times each.

Slovene: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

William Derbyshire of Rutgers University is developing a student reference grammar that will be published by Slavica.

Marc Greenberg of the University of Kansas is developing a textbook of Slovene for Slavists. Marta Pirnat-Greenberg, also from the University of Kansas, is working on a basic textbook.

Rado Lencek of Columbia University is working on reading texts that will cover historical and cultural topics.

World Area: Eastern Europe and Former Soviet Union
Language: Tatar

Introduction

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How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

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The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Eastern Europe and Former Soviet Union World Area

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- Azeri (1)
- Bulgarian (6)
- Czech (22)
- Estonian (3)
- Finnish (6)
- Georgian (4)
- Greek (9)
- Hungarian (6)
- Kazak (1)
- Kirgiz (1)
- Macedonian (4)
- Polish (23)
- Romanian (4)
- Serbo-Croatian (17)
- Slovak (5)
- Slovene (6)
- Tatar (1)
- Turkmen (2)
- Ukrainian (9)
- Uygur (3)
- Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Tatar: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

One LCR from one institution was completed for the Tatar language. Tatar, Azeri, Kazak, and Kirgiz were each represented with the lowest number of LCRs in the Eastern Europe and Former Soviet Union world area; Polish was represented with the highest number of LCRs (23) and Czech with the second highest number (22).

Tatar: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

One LCR was completed for beginning-level Tatar.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor reported using one textbook entitled *Tatar Manual* by Nicholas Poppe (Bloomington, Uralic-Altaic Series 25, Indiana University: 1963). This material was described as a traditional descriptive grammar with texts and glossary, and written in standard Kazan Tatar.

Audiotapes, Videotapes, and Computer Courseware

Questions 8-11 asked professors to list audiotapes, other audiovisual materials, and technology currently used. The professor did not report the use of any of these materials in the course.

Tatar: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

Due to the limited number of LCRs received for the Tatar langauge, the material needs of the language will be reported on together.

The professor cited five materials as in high priority for development for the Tatar language. They were: a basic textbook, an intermediate textbook, reading texts, dictionaries, and computer courseware. Each of these materials were rated at 5.

The professor commented on the need for the beginning and intermediate textbooks to be more communicative. Reading texts for the same levels of instruction should consist of authentic materials. The professor also called for a Tatar-English dictionary of 40,000 words that can be used for research and translation. Computer courseware should be interactive and designed to accompany the beginner and intermediate basic textbooks.

Summary of All-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	0	0	0
Intermediate textbooks	1	0	0	0	0
Advanced textbooks	0	1	0	0	0
Student reference grammar	0	1	0	0	0
Reading texts	1	0	0	0	0
Dictionaries	1	0	0	0	0
Business language material	0	1	0	0	0
Audiotapes	0	1	0	0	0
Videotapes	0	1	0	0	0
Computer courseware	1	0	0	0	0
Other					

Tatar: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Tatar. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One professor identified and rated the overall needs for the Tatar language. The three materials cited were: a beginner textbook, an intermediate textbook, and an advanced dictionary. The desired orientation of these materials was the same as those reported in the previous section.

Tatar: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Two program/center directors reported offering Tatar language instruction at their institutions. Tatar was listed once as a most important language in terms of materials development needs. Other languages in the Eastern Europe and Former Soviet Union world area listed once as a most important language include: Estonian, Romanian, and Uygur. Czech was listed most often by directors (9) and both Polish and Serbo-Croatian were listed eight times each as most important languages.

Commenting on the materials needed for the Tatar language, the director stated the need of beginning-level textbooks that are communicative. The need was rated at 5.

Tatar: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

No additional information was provided for the Tatar language.

World Area: Eastern Europe and Former Soviet Union
Language: Turkmen

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Armenian (8)
Azeri (1)
Bulgarian (6)
Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Turkmen: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Two LCRs from one institution were completed for the Turkmen language. Turkmen was represented with the second lowest number of LCRs in the Eastern Europe and Former Soviet Union world area; Polish was represented with the highest number of LCRs (23) and Czech with the second highest number (22).

Turkmen: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning and Intermediate Levels

Two LCRs were completed for beginning- and intermediate-level Turkmen.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor reported using the same textbook for both levels of Turkmen instruction. The textbook *Turkmen. Basic and Intermediate Courses* has yet to be published. The professor rated it very useful. The reviewer added the following English-language materials for the study of Turkmen:

- *An Introduction to the Turkmen Language. A Brief Summary of the Grammar of the Turkmen Language with Selected Extracts in Prose and Verse* by G.K. Duling (Oxford, Central Asian Research Centre: 1960). This material contains some grammatical paradigms and texts in the standard language.
- *Turkmen Manual. Descriptive Grammar of Contemporary Literary Turkmen. Glossary* by Oskar Hanser (Wien, Verlag des Verbandes der wissenschaftlichen Gesellschaften Osterreichs: 1977). This was described as a "reliable grammar with some texts and a glossary in the standard language."
- *Turkmen. Language Competencies for Peace Corps Volunteers in Turkmenistan* by David Tyson and Larry Clark (Washington, U.S. Peace Corps: 1993).

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor stated that audiotapes to accompany the textbook cited previously will also be published.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. The professor did not list the use of any audiovisual materials for Turkmen instruction.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. The professor did not report the use of computer courseware.

Turkmen: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning and Intermediate Levels

The professor listed three materials in high need of development. They were: an advanced textbook, an advanced reading text, and Turkmen-English dictionary. Each of these materials were rated at 5. The professor desired a more communicative textbook, reading texts that cover authentic subjects, and a dictionary of 40,000 words that can be used for research and translation.

Business language materials and videotapes were each rated at 4. All other materials were not given a high priority and were rated at 1.

Summary of Beginning and Intermediate-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	0	0	0	0	1
Intermediate textbooks	0	0	0	0	1
Advanced textbooks	1	0	0	0	0
Student reference grammar	0	0	0	0	1
Reading texts	1	0	0	0	0
Dictionaries	1	0	0	0	0
Business language material	0	1	0	0	0
Audiotapes	0	0	0	0	1
Videotapes	0	1	0	0	0
Computer courseware	0	0	0	0	1
Other					

Turkmen: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Turkmen. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One professor identified and rated the overall needs for the Turkmen language. The professor reiterated upon the needs reported in the previous section. The three materials listed were: an advanced textbook which was rated at 4, reading texts for all levels which were also rated at 4, and a dictionary which was rated at 5.

Turkmen: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

One program/center director reported offering Turkmen instruction. Turkmen was not listed as a most important language in terms of materials development needs. Other languages in the Eastern Europe and Former Soviet Union world area which were not listed as a most important language include: Albanian, Armenian, Azeri, Finnish, Georgian, Hungarian, Kirgiz, and Slovene. Czech was listed most often (9) as a most important language and both Polish and Serbo-Croatian were listed eight times each.

Turkmen: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

The Turkmen basic and intermediate course cited in this report is being developed by Larry Clark under contract to the Center for the Advancement of Language Learning (CALL). This two-year project will be completed in September 1995.

World Area: Eastern Europe and Former Soviet Union
Language: Ukrainian

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Eastern Europe and Former Soviet Union World Area

NFLRC received 147 LCRs and 23 PDQs for the Eastern Europe and Former Soviet Union world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Albanian (2)
Armenian (8)
Azeri (1)
Bulgarian (6)
Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Ukrainian: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Nine LCRs from four institutions were completed for the Ukrainian language. Ukrainian was represented with the fourth highest number of LCRs in the Eastern Europe and Former Soviet Union world area; Greek was also represented with nine LCRs.

Ukrainian: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed three LCRs for beginning-level Ukrainian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of textbooks for beginning Ukrainian:

- *Modern Ukrainian* by Assya Humesky (Toronto-Edmonton, University of Toronto Press: 1988). This textbook was mentioned twice and rated very useful and useful. One reviewer felt that although this textbook offers the most comprehensive grammar found in one volume, and tries to make the reader aware of differences in the eastern and western dialects, it is not optimally organized and the exercises are inadequate. The reviewer also feels this text has problems with sexism and a provincial attitude towards things Ukrainian.

- *Ukrainian: Basic Course*, vols. 1-3, by Yar Slavutych (Monterey, Army Language School: 1955). This text was rated by the professor as very useful. The reviewer of this survey contradicts and believes it is not adequate for college instruction.

- *Ukrainian for Beginners* by Iar Slavutych (Edmonton, Slavuta: 1975). This was rated useful.

- *Hramatyka ukrains'koi movy: pochatkova hramatyka* by Ivan Berezhnyi (Toronto, Novi Dni: 1974-75). This textbook was also rated useful.

Reviewer Robert De Lossa adds the following textbooks:

- *Ukrainian for Undergraduates* by Danylo Husar Struk (Edmonton, Canadian Institute of Ukrainian Studies: 1982). In comparing this textbook with *Modern Ukrainian* De Lossa had these comments: "Ukrainian for Undergraduates has a more straightforward presentation of grammar points, but far fewer examples of points, no dialogues, and few examples of authentic language." This textbook also takes the strict translation and grammar approach. It was labeled "not practical for undergraduates."

- *Ukrainian: A Text-Book for Beginners* by Yu. O. Zhluktenko, N.I. Totska, and T.K. Molodid (Kiev, Vyshcha Shkola: 1978). De Lossa comments: "The major advantage of this text is a greater amount of natural speech and dialogue and the use of authentic illustrations as explanatory material. However, the book is so poorly organized with respect to the presentation of grammar that it is not usable as the basis for a course of instruction."

Audiotapes

Question 8 asked professors to list audiotapes currently used. All three professors were using audiotapes which accompanied textbooks. Two professors cited the audiotapes accompanying the Humesky work *Modern Ukrainian* as well as the Slavutych book *Ukrainian for Beginners*.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. No professor of Ukrainian reported the use of videotapes or computer courseware at the beginning level. One professor wrote that these materials do not exist in Ukrainian.

Intermediate Level

Professors completed three LCRs for intermediate-level Ukrainian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of intermediate textbooks:

- *Modern Ukrainian* by Assya Humesky (cited previously).
- *Ukrainian Grammar* by Andrii Petrovych Medushevs'ky (Kiev, Rad. Shkola: 1963). This textbook along with the one by Humesky were rated very useful.
- *Ukrainian by the Audio-Visual Method* by Roma Franko (Montreal, Marcel Didier Canada, Ltd.,: 1978). This textbook was rated less useful.
- *Conversational Ukrainian*, 3rd ed., by Yar Slavutych (Edmonton, Slavuta: 1981). This was rated useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Two of three professors used tapes which accompanied textbooks. While the existing tapes are regularly used, there was a unanimous call for the development of new audiotapes for the intermediate level. Some beginning and intermediate level professors use materials at both levels in their classrooms. This could explain the similarity in comments as to the adequacy of the materials used.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. No professor reported the use of these materials at the intermediate level.

Advanced Level

Professors completed three LCRs for advanced-level Ukrainian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." All professors at the advanced level were also teaching beginning- or intermediate-level courses or both. Two professors used the same textbook *Manual for Individualized Instruction* (in Ukrainian) by Assya Humesky (Columbus, Ohio State University: 1987). This work received one rating of very useful and was not rated by one professor. Reviewer De Lossa

Audiotapes

Question 8 asked professors to list audiotapes currently used. Two professors at the advanced level cited the use of locally-prepared audiotapes. These were for pronunciation practice and verb/noun declension drills.

Videotapes and Computer Course

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. One professor at the advanced level incorporated videotapes and computer use into the regular course work. Cited were approximately 20 videos which are used "to enhance the study of language as well as culture," and are available through the Prolog catalogue; locally-prepared software programs were also being used for drill and practice on the Apple II series and the MacIntosh. The computerized exercises may be made available to other institutions in the future.

Ukrainian: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials

rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

On the whole, Ukrainian professors rated all the materials as high priority needs in terms of development. All eight items were rated twice at 5. Commenting on the desired orientation of these materials, professors called for beginner textbooks that are more communicative and authentic and which contain more drills, and videotapes that explain history and culture.

Summary of Beginning-Level Material Needs

Materials	**5-H**	**4**	**3**	**2**	**1-L**
Beginning textbooks	2	1	0	0	0
Student reference grammar	2	0	0	0	0
Reading texts	2	0	0	0	0
Dictionaries	2	0	0	0	0
Business language material	2	0	0	0	0
Audiotapes	2	0	0	0	0
Videotapes	2	1	0	0	0
Computer courseware	2	1	0	0	0
Other					

Intermediate Level

Three professors rated the need for intermediate textbooks at 5. Comments for the beginning level were echoed at the intermediate level as well. A more communicative approach to the textbook was desired by one professor. Another professor stated that one does not yet exist.

Videotapes and computer courseware were next in terms of development needs. Each material was rated twice at 5 and once at 4. Software that offers "practice with verbs and noun declensions" and videotapes that are culturally relevant were desired by professors.

All remaining materials were rated equally with two ratings of 5.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	3	0	0	0	0
Student reference grammar	2	0	0	0	0
Reading texts	2	0	0	0	0
Dictionaries	2	0	0	0	0
Business language material	2	0	0	0	0
Audiotapes	2	0	0	0	0
Videotapes	2	1	0	0	0
Computer courseware	2	1	0	0	0
Other					

Advanced Level

Similar needs were reported for the advanced level as were stated in the previous two sections for the beginning and intermediate levels. Advanced textbooks were placed in high priority of development. One professor called for the development of an advanced-level textbook which includes more grammar.

All other materials were rated twice at 5 and no comments were made as to their desired orientation. For the "other" section for materials needed, one professor called for a travel/business book and an irregular verb book. The need of these two materials was rated at 5.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	2	1	0	0	0
Student reference grammar	2	0	0	0	0
Reading texts	2	0	0	0	0
Dictionaries	2	0	0	0	0
Business language material	2	0	0	0	0
Audiotapes	2	0	0	0	0
Videotapes	2	1	0	0	0
Computer courseware	2	1	0	0	0
Travel/business book	1	0	0	0	0
Irregular verb book	1	0	0	0	0

In response to the results of the materials needed section, reviewer Roman Koropeckyj had these comments:

> I agree completely with the material development needs described in the report. However, what is missing in the report is any attempt to address the problem of prioritization. While all the needs are certainly valid and their fulfillment desirable, some are unquestionably more pressing than others: how, for instance, can we begin addressing the needs of, say, intermediate or advanced Ukrainian when even a good, up-to-date beginning Ukrainian textbook does not exist. I would, then, suggest that...this sort of question of priorities be addressed.

Ukrainian: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Ukrainian. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Three professors identified and rated the overall needs for the Ukrainian language. Reading texts generally for the advanced level, were cited by all three professors and rated at 5. One professor commenting on the desired orientation of the readers, stated that they should cover conversational Ukrainian with more situations.

Audiotapes and videotapes were listed by three professors and were rated at 4 or 5. Other materials included were beginning-level computer coursware and textbooks for all three levels. These materials were rated at 5.

Ukrainian: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Eight program/center directors reported offering Ukrainian instruction at their institutions. Ukrainian was listed five times as a most important language in terms of materials development needs. Czech was listed most often (9) as a most important language in the Eastern Europe and Former Soviet Union world area and both Polish and Serbo-Croatian were listed eight times each.

Commenting on the materials needed for the Ukrainian language, directors focused on proficiency-based instructional materials for all levels. Also mentioned was the need for an intermediate-level textbook.

Ukrainian: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

The following is a list of people and institutions that are either developing new materials for the Ukrainian language or have information concerning the development:

Vera Andrushkiw of the University of Michigan-Ann Arbor is developing practice exercises for the difficult cases including the Genitive Case, and drills for verbs. Assya Humesky, also of the University of Michigan-Ann Arbor, was reported to be working on audiotapes for the Ukrainian language.

Everyday Ukrainian by Zirka Derlycia (Guillford, CT, Jeffrey Norton: due out October 1993). The textbook is designed for use at the beginning level for spoken Ukrainian. Accompanying the textbook are ten audiotapes which will be distributed by the publisher.

The Ukrainian Research Institute, Harvard University and the Canadian Institute of Ukrainian Studies, University of Alberta are developing upper-intermediate and advanced materials for Ukrainian including a dialogue book for the Peace Corps by Natalia Pylypiuk.

It was reported that Assya Humesky is revising her textbook *Modern Ukrainian* to correct typographical and grammatical mistakes. The changes will not effect the book's form or content.

A grammar is being developed by Roman Koropeckyj, Alexandra Isaeivych, and Robert De Lossa. It was described as containing "more extensive grammar than Modern Ukrainian, more contemporary language, greater amount of authentic dialogues and narrative material, and will have the innovation of an on-going section in each chapter devoted to students who already know Russian."

Oleh Ilnytzkyj of the University of Alberta in Edmonton is developing an annotated reader for intermediate Ukrainian. Volodymyr Dibrova (Kiev, Ukraine) is developing an advanced-level textbook, organized by lexical topics and oriented toward improving spoken competency.

World Area: Eastern Europe and Former Soviet Union
Language: Uygur

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Eastern Europe and Former Soviet Union World Area

NFLRC received 147 LCRs and 23 PDQs for the Eastern Europe and Former Soviet Union world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Albanian (2)
Armenian (8)
Azeri (1)
Bulgarian (6)
Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Uygur: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Three LCRs from one institution were completed for the Uygur language. Uygur was represented with the third lowest number of LCRs in the Eastern Europe and Former Soviet Union world area; Estonian was also represented with three LCRs.

Uygur: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning, Intermediate, and Advanced Level

The professor who completed the three LCRs for the Uygur language was teaching courses for all three levels of instruction. The advanced-level course was described as "designed for mastery of grammatical structure and ability to read three historical varieties of the language."

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor reported the use of three textbooks:

- *Spoken Uygur* by Reinhard Hahn (Seattle, University of Washington Press: 1991). Three books in all, this material contains a "linguistic analysis of the morphophonology of the standard language, a set of scripted dialogues with transliterations and translations, and glossaries of words in dialogues and some grammatical paradigms." This textbook was rated less useful.
- *A Handbook of the East Turki Language*, 3 vols., by Leslie R. Leinone (Washington, National Security Agency, Office of Training: 1956). There is also a small text with accompanying audiotapes prepared by the same agency. The reading texts were described as "badly outdated," but the material was considered a "reliable source of comprehensible grammatical explanations."
- *Modern Uigur* by E.N Nadzip (Moscow, "Nauka" Publishing House: 1971). This was described as a "traditional descriptive grammar of the standard in Kazakhstan; sketchy and in transcription only."
- *English-Uighur Dictionary/Inglizchä-uygurchä lugät* by Anpär Päyzulla (Urümchi, Shinjang Hälq Näshriyati: 1983). The dictionary contains around 8,000 entries with standard Uygur equivalents.
- *A Uighur-English Dictionary/Uygurchä-inglizchä-lugät* by Daniel St. John (Urümchi, Shinjang Hälq Näshriyati: 1993). This dictionary contains 12,000 entries in standard script, plus an extensive section on grammatical paradigms.
- *An Uyghur-English Dictionary* by Henry G. Schwarz (Bellingham, Western Washington University: 1992). The dictionary is a translation from the Chinese of the *Uygurqä-Hänzuqä Lugät* (Urümqi, Xinjiang Hälq Näxriyati: 1982). The dictionary was labeled "unusable" because of its use of Latin instead of standard Arabic script, and yet it is formatted in standard Arabic alphabetical order.
- *Readings in Modern Uygur Language and Society.* This material was a course packet.

- *Readings in Old Uygur Language and Society.* (Used in the teaching of "Old Uygur," the advanced course cited above.) This was also a course packet.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor did not report the use of audiotapes at this level of instruction.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Except for a set of over 60 slides "illustrating the geography and society of modern Xinjiang," no videotapes were reported to be in use.

Computer Courseware

Questions 10 & 11 asked professors to list technology currently used. The professor did not report the use of computer courseware at this level of instruction.

Uygur: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning and Intermediate Levels

Due to the limited number of LCRs received for the Uygur language, the material needs for the beginning and intermediate levels will be reported on together.

Both beginner and intermediate textbooks were ranked highly by professors. The basic textbooks, according to one professor, should use an "integrative approach." Audiotapes were also cited and ranked at 5. The tapes should be developed to accompany the textbooks.

Reading texts and dictionaries were also ranked highly by the professor. Comments as to the desired orientation of these materials include readers with "representative authentic texts with stress on the language of periodicals," and a comprehensive dictionary in modern script that can be "used as a reference work."

Reviewer Harlig made this comment: "there are no materials available for bringing a student from the beginning to the advanced level." He indicated that there is a pressing need for lower-level materials.

Summary of Beginning- and Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	0	0	0
Intermediate textbooks	1	0	0	0	0
Student reference grammar	0	0	1	0	0
Reading texts	1	0	0	0	0
Dictionaries	1	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	0	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Advanced Level

For the advanced-level course, the professor cited the need for an advanced- level textbook and rated it at 4. Also receiving the rating of 4 was the need for a student reference grammar, reading texts, and dictionaries. No specific comments were made as to the desired orientation of the teaching materials.

The highest rating went to the need for videotapes. This item received the rating of 5, and the comment was made that since Xinjiang is a remote area, visual contact with the region is beneficial.

All other items on the list received ratings of less than 3 or were not addressed.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	0	1	0	0	0
Student reference grammar	0	1	0	0	0
Reading texts	0	1	0	0	0
Dictionaries	0	1	0	0	0
Business language material	0	0	0	0	0
Audiotapes	0	0	0	1	0
Videotapes	1	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Uygur: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Uygur. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One professor identified and rated the overall needs for the Uygur language. Textbooks for all levels were cited by the professor; beginner textbooks were rated at 5, and intermediate and advanced textbooks were rated at 4. Lower-level audiotapes were also rated at 5. Advanced-level readers and reference grammars were both rated at 4.

Uygur: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Four program/center directors reported offering Uygur instruction at their institutions. Uygur was listed once as a most important language in terms of materials development needs. Other languages in the Eastern Europe and Former Soviet Union world area listed once as a most important language include: Estonian, Romanian, and Tatar. Czech was listed most often by directors (9) and both Polish and Serbo-Croatian were listed eight times each as most important languages.

Commenting on the materials needed for the Uygur language, the director stated the need for a beginning-level textbook. The need was rated at 5.

Uygur: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Larry V. Clark of Indiana University is developing "units on scripts, grammar, history and culture, as well as readings (texts, translations, glossaries)." Mr. Clark is also working on a set of dialogues, narratives, and exercises, some of which have been extracted from a Chinese textbook.

Kurtulus Oztopci of the University of Califonia-Berkeley is currently developing a Uygur-Turkish-English dictionary large enough for research in the standard language.

World Area: Eastern Europe and Former Soviet Union
Language: Uzbek

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Eastern Europe and Former Soviet Union World Area

NFLRC received 147 LCRs and 23 PDQs for the Eastern Europe and Former Soviet Union world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Albanian (2)
Armenian (8)
Azeri (1)
Bulgarian (6)
Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

See Appendix D for a list of institutions by language participating in the survey.

Uzbek: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Four LCRs from three institutions were completed for the Uzbek language. Uzbek was represented with the fourth lowest number of LCRs in the Eastern Europe and Former Soviet Union world area; Romanian, Macedonian, and Georgian were also represented with four LCRs.

Uzbek: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed two LCRs for beginning-level Uzbek.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of the textbooks cited by professors:

- *A Structural Analysis of Uzbek* by Charles E. Bidwell (Washington, American Council of Learned Societies: 1955).
- *Uzbek. Language Competencies for Peace Corps Volunteers in Uzbekistan* by Khayrulla Ismatulla and Larry Clark (Washington, U.S. Peace Corps: 1992). This textbook contains authentic materials and is intended for learners with instructors trained in communicative methods.
- *Uzbek Newspaper Reader* by Nicholas Poppe, Jr. (Bloomington, Indiana University Publications: 1962). A collection of newspaper articles with glossary and grammatical outline of standard language.
- *Basic Course in Uzbek* by Alo Raun (Bloomington, Indiana University Publications: 1969). Accompanied by audiotapes, the material was described as a "course in non-standard Uzbek based on the speech of a few contact persons; scripted dialogues."
- *Uzbek Structural Grammar* by Andree Sjoberg (Bloomington, Indiana University Publications: 1963). The material takes on a structural linguistic approach and uses non-standard speech of a few individuals.
- *Uzbek-English Dictionary* by Natalie Waterson (Oxford, Oxford University Press: 1980). The dictionary was reported to contain "numerous errors and omissions; access hindered by flawed principles of citation and entry; small size (16,000 entries) inadequate for reading authentic texts."
- *Modern Literary Uzbek: A Manual for Intensive-Elementary and Intermediate Courses* by Andras J.E. Bodrogligeti. The publication of this material through the Hungarian Academy of Sciences has been postponed until March of 1994 so that the author can make the necessary revisions needed to update the material to mirror the current political and social situations of the region.
- *Modern Uzbek Reader* by Andras J.E. Bodrogligeti (publication date is the same as the previous reference).

- *Academic Grammar of Modern Uzbek* by Andras J.E. Bodrogligeti. The expected date of publication is September of 1994.

- *Introductory Uzbek* (unpublished) edited and translated by Uli Schamiloglu of Indiana University.

All textbooks listed above received the rating of useful from professors, except for *Modern Literary Uzbek* which was rated very useful. One professor was also using photocopied teaching materials, which the professor found useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Locally-prepared audiotapes were being used by both professors at the beginning level. One professor cited personally-developed tapes which were called a *Complete Course of Modern Uzbek for Communication.* The set of audiotapes, according to the survey professor, are available to other LCTL programs through Indiana University.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. No professor reported the use of these materials at this level of instruction.

Intermediate Level

No professors were teaching an intermediate-level Uzbek course at the time of the survey. However, one LCR reported on an intensive Uzbek course which was described as encompassing the three approximate levels of Uzbek usually treated separately by other institutions.

Advanced Level

One LCR was completed for advanced-level Uzbek.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The textbooks used in the course were:

- *Modern Literary Uzbek* by Andras J.E. Bodrogligeti (cited previously). This textbook was rated very useful.

- *Modern Uzbek Reader*, parts I and II, by Andras J.E. Bodrogligeti (cited previously). This was rated useful.

- *Academic Grammar of Modern Uzbek* by Andras J.E. Bodrogligeti (cited previously). This textbook was also rated useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Audiotapes used at the advanced level were part of a locally-prepared instructional package called, a *Complete Course of Modern Uzbek for Communication* which was cited by the same professor for one of the beginning-level Uzbek courses, treated previously in this section.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. No professor reported the use of these materials at this level of instruction.

Other Courses

One LCR included in our survey did not completely fit the confines of either a beginning, intermediate, or advanced course listing. The course in question, described as a "combined first and second year course presuming knowledge of first year Turkish or another Turkic language" was said to "overlap" with third year courses at other institutions.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor of the course listed the use of these textbooks:

- *Introductory Uzbek* (unpublished) ed./transl. by Uli Schamiloglu of Indiana University
- *Uqish Kitobi* by O. Sharafiddinov, et al., (Tashkent, UzSSR "Urta va oliy maktab" Davlat nashriyoti: 1962).
- *Chrestomathy of Modern Literary Uzbek* by Ilse Laude-Cirtautas (Wiesbaden, Otto Harrassowitz: 1980).

As survey professors were asked to rate the effectiveness of each textbook, the textbooks listed above received the respective ratings of very useful, useful, and less useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor teaching the course treated in the previous paragraph, used audiotapes which accompanied the unpublished work, *Introductory Uzbek*, edited and translated by Uli Schamiloglu. Audiotapes for all levels were cited by this professor as a high need for the Uzbek language.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. No professor reported the use of these materials at this level of instruction.

Uzbek: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning and Intermediate Levels

The material needs for the beginning and intermediate levels will be reported on together. Both beginner and intermediate textbooks were rated in great need of development. Textbooks which are "more communicative" and which contain "culturally relevant information" and authentic texts are needed, according to one professor.

The need for videotapes also received two ratings of 5 from professors. Dictionaries received one rating of 4 and 5.

Audiotapes which accompany textbooks, according to one professor, should employ repetition, drills, and provide material for listening comprehension practice. One comment was made for a reference grammar which should be coordinated with *Modern Uzbek*.

Summary of Beginning- and Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	2	0	0	0	0
Intermediate textbooks	2	0	0	0	0
Student reference grammar	1	0	1	0	0
Reading texts	0	0	2	0	0
Dictionaries	1	1	0	0	0
Business language material	1	1	0	0	0
Audiotapes	1	0	1	0	0
Videotapes	2	0	0	0	0
Computer courseware	1	1	0	0	1
Other					

Advanced Level

The professor of the advanced-level Uzbek course rated the need for an advanced-level textbook at 5. Also addressed from the list of ten was the need for: dictionaries (rated at 5), videotapes (5), business language materials (4), and computer courseware (4). The need for a student reference grammar, reading texts, and audiotapes all received ratings of 3. No specific comments were made concerning the desired orientation of the materials.

Summary of Advanced-Level Material Needs

Materials	**5-H**	**4**	**3**	**2**	**1-L**
Advanced textbooks	1	0	1	0	0
Student reference grammar	1	0	1	0	0
Reading texts	0	0	2	0	0
Dictionaries	1	1	0	0	0
Business language material	1	1	0	0	0
Audiotapes	1	0	1	0	0
Videotapes	2	0	0	0	0
Computer courseware	1	1	0	0	1
Other					

Other

The professor teaching the course which seemed to fit no category very well addressed Q12 for all levels of Uzbek instruction. Receiving a rating of 5 were these items: beginning, intermediate, and advanced textbooks, the student reference grammar, dictionaries, business language materials, videotapes, and audiotapes. According to the professor, a beginning-level textbook should be more communicative and authentic and include better drills. Intermediate- and advanced-level textbooks "do not exist in English." Another comment was that "the only Uzbek-English dictionaries in the West do not include derived forms," but "too many Russian words with too few Uzbek words." Business language materials and videotapes were said to be nonexistent. Videotapes and audiotapes should be "more communicative and authentic" and include "better drills."

The need for reading texts also received a high rating of 4, while the need for computer courseware was judged to be the item needed least; it received a 1.

Summary of All-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	0	0	0
Intermediate textbooks	1	0	0	0	0
Advanced textbooks	1	0	0	0	0
Student reference grammar	1	0	0	0	0
Reading texts	0	1	0	0	0
Dictionaries	1	0	0	0	0
Business language material	1	0	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	1	0	0	0	0
Computer courseware	0	0	0	0	1
Other					

Uzbek: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Uzbek. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Three professors identified and rated the overall needs for the Uzbek language. Beginning- and intermediate-level textbooks were cited by two professors and rated at 5. An advanced-level textbook was listed once and also rated at 5. Other materials included: an upper-level reference grammar, materials oriented towards Uzbek conversation and communication, and a manual for intensive courses.

Uzbek: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Nine program/center directors reported offering Uzbek instruction at their institution. Uzbek was listed twice as a most important language. Other languages that were listed twice as most important languages include: Bulgarian, Greek, Kazak, Macedonian, and Slovak. Czech was listed most often (9) as a most important language and both Polish and Serbo-Croatian were listed eight times each.

Commenting on the materials needed for the Uzbek language, one director stated the need for beginning-level textbooks that are "communicatively-oriented". The need was rated at 5. The reviewer of this survey agreed with the high priority need of beginning-level textbooks.

Uzbek: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Andras Bodrogligeti of UCLA is developing a number of materials:

- *An Academic Reference Grammar of Modern Uzbek* which at the time of the survey was near completion.

- *Uzbek Conversation in Native Setting: A Video-Course* which was in middle stages of completion.
- *Modern Literary Uzbek: A Manual for Intensive Elementary and Intermediate Courses* which has been completed.

Uli Schamiloglu of the University of Wisconsin-Madison is revising his unpublished textbook (adapted from a Russian textbook) and adding to it a grammatical sketch.

William Dirks of Indiana University is nearing completion of an introductory textbook which uses authentic materials. David Montgomery of Brigham Young University has developed a draft edition of an Uzbek-English dictionary containing some 15,000 words and it may be under the editorship of Karl Krippes.

Professors also reported that Khayrulla Ismatulla of Indiana University and Ilse Laude-Cirtantus of the University of Washington-Seattle are active in materials development.

World Area: Latin America and Caribbean
Language: Haitian Creole

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the l990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Latin America and Caribbean World Area

NFLRC received 41 LCRs and 12 PDQs for the Latin America and Caribbean world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Haitian Creole (7)
Portuguese (26)
Quechua (8)

See Appendix D for a list of institutions by language participating in the survey.

Haitian Creole: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Seven LCRs from two institutions were completed for the Haitian Creole language. Haitian Creole was represented with the lowest number of LCRs in the Latin America and Caribbean world area; Portuguese was represented with the highest number of LCRs (26) and Quechua with the second highest number (8).

Haitian Creole: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed two LCRs for beginning-level Haitian Creole.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Professors at the beginning level were using a total of four different textbooks. The textbooks, all judged to be very useful, are as follows:

- *Ann Pale Kreyol, An Introductory Course in Haitian Creole* by Albert Valdman (Bloomington, Indiana University Creole Institute: 1985).
- *Ayiti cheri: A Brief Introduction to Haitian Creole* by Bryant Freeman and Jowel Laguerre (Lawrence, KS, University of Kansas Haitian Studies Institute: 1992).
- *Survival Creole* by Bryant Freeman (Port-au-Prince, La Presse Evangélique: 1990).
- *Chita Pa Bay: Elementary Readings in Haitian Creole, with Illustrated Dictionary*, revised edition, by Bryant Freeman (Port-au-Prince, Editions Bon Nouvel: 1990).

Audiotapes

Question 8 asked professors to list audiotapes currently used. The two professors were using audiotapes which accompanied the textbooks, and other commercially-produced audiotapes. One professor listed using the tapes which accompanied *Ann Pale Kreyol, An Introductory Course in Haitian Creole* by Albert Valdman. Another professor was using the audiotapes for *Survival Creole* by Bryant Freeman. These tapes were said to be available from the University of Kansas and Haiti.

A taped collection of poems called *Djakout* by Félix Morisseau-Leroy was mentioned by the professors who were using the collection at the beginning and the intermediate level of Haitian instruction.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Neither professor was using videotapes at the beginning level.

Computer Courseware

Questions 10 & 11 asked professors to list technology currently used. Neither professor was using computer courseware at any level of instruction.

Intermediate Level

Professors completed four surveys for intermediate-level Haitian Creole.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness to each textbook as "less useful," "useful," or "very useful." The two textbooks listed by both professors who completed surveys for this level were:

- *Ti Koze Kreyol: A Haitian-Creole Conversation Manual* by Bryant Freeman (Port-au-Prince, Editions Bon Nouvel: 1987). This textbook was rated very useful by one professor and useful by the other.
- *Carrié Paultre Tonton Libin: Annotated Edition for Speakers of English*, edited by Bryant Freeman (Port-au-Prince, Editions Boukan: 1982). This book was rated very useful by one professor and useful by another.

Other textbooks in use by professors at this level of instruction were also in use at the beginning level. *Ayiti cheri* and *Chita Pa Bay* are examples of textbooks used at both levels.

Besides textbooks, one professor was using authentic materials such as selections from the Haitian Creole press.

Audiotapes

Question 8 asked professors to list audiotapes used. One professor listed the use of the taped collection of poems title *Djakout* by Félix Morisseau-Leroy already cited previously. *Haitiad* by the same author was also being used. The professor stated that *Haitiad* was published by Pantaleon Guilbaud in Miami.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and computer coursware currently used. One professor at the intermediate level was using videotaped speeches of Jean-Bertrand Aristide. Otherwise, no videotapes were listed. Computer courseware was not listed at any level of instruction.

Advanced Level

One survey was completed for advanced-level Haitian Creole.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor who was teaching an advanced Haitian course at the time of the survey was not using textbooks. Instead, the professor listed the use of a "large, xeroxed reader consisting of a summary of Haitian history in

Haitian Creole," with "copious selections from the main Haitian Creole monthly." In addition to these authentic materials, the professor also listed using materials which would normally be used for "interviewing Haitian refugees at the U. S. Naval Base at Guantanamo, Cuba."

Audiotapes, Videotapes and Computer Courseware

Questions 8-11 asked professors to list audiotapes, videotapes and computer courseware used. The professor at the advanced level did not list any of these materials.

Haitian Creole: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, and advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

For the beginning level, the responses to Q12 revealed that the two professors surveyed agreed only on two highly needed items from the list of ten, giving them ratings of 5. These were reading texts and dictionaries.

Reading texts which have "more standardization" and "which are more contemporary" were desired by one professor. The other professor stated that reading texts should include notes and a glossary. The suggestion was made by the same professor that the subjects cover Haitian literature and cultural essays. Dictionaries should be "more academic," commented one professor. The other professor wanted "accurate and affordable bilingual dictionaries."

Besides reading texts and dictionaries, one professor rated at 5 the need for business language materials. Reviewer Bryant Freeman notes that "business correspondence with and within Haiti is at the present and into the far foreseeable future carried on either in French or in English." He then concludes that the need for business language materials should not be very high.

The last highly-rated item from the list was the need for a beginning level textbook, rated at 4 by one professor who chose not to elaborate on the desired orientation for them.

One reviewer stated that one of the "pressing areas" in terms of language needs for Haitian is that for medical Haitian Creole. The same reviewer continues to note that this need is being met with a "bilingual Haitian Creole Medical Dictionary which was published last July (1992), and a bilingual Haitian Creole Medical Phrase book announced for fall, 1993."

Summary of Beginning-Level Material Needs

Materials	**5-H**	**4**	**3**	**2**	**1-L**
Beginning textbooks	0	1	0	0	0
Student reference grammar	0	0	1	0	0
Reading texts	2	0	0	0	0
Dictionaries	2	0	0	0	0
Business language material	1	0	0	0	0
Audiotapes	0	0	0	0	1
Videotapes	0	0	1	0	0
Computer courseware	0	0	0	0	1
Other					

Intermediate Level

The need for reading texts and dictionaries, as at the beginning level of instruction, were the highest rated items at the intermediate level. One professor gave the materials consecutive ratings of 5 on the three surveys. This same professor stated that reading texts should include notes and a glossary. The suggestion was made that the subjects should cover Haitian literature and cultural essays. The other professor rated the need for reading texts at 5 as well, and suggested that texts be "more communicative with attention to specific grammar."

As for the desired orientation of dictionaries, one professor wanted "accurate and affordable bilingual dictionaries," while the other professor wanted a "more academic dictionary" which would be "interdisciplinary."

Three other items were rated highly from the list of ten. These were the need for an intermediate textbook, business language materials, and videos.

The intermediate level textbook should deal with contemporary social issues, according to one professor. No specific comments were made regarding the business language materials or videos.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	1	0	0	0	1
Student reference grammar	0	0	1	0	1
Reading texts	4	0	0	0	0
Dictionaries	4	0	0	0	0
Business language material	1	0	0	0	0
Audiotapes	0	0	0	0	1
Videotapes	0	1	0	0	0
Computer courseware	0	0	0	0	1
Other					

Advanced Level

According to the single professor who completed a survey for this level, dictionaries were the highest rated item from the list of ten types. One rating of 5 was given.

A "large, comprehensive advanced bilingual dictionary which will make prepared texts unnecessary" is needed, according to the professor.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	0	0	0	0	0
Student reference grammar	0	0	0	0	0
Reading texts	0	0	0	0	0
Dictionaries	1	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	0	0	0	0	0
Videotapes	0	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Haitian Creole: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Haitian Creole. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Two professors identified and rated the overall needs for Haitian Creole. An "accurate, affordable, bilingual dictionary" for all levels of use was cited by both professors and rated at 5. Reading texts for both the beginning and intermediate levels were also listed by the two professors and rated at 5. Other materials listed include an intermediate textbook and a "good, short introductory grammar." The need for each of these materials was rated at 5.

Haitian Creole: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

One program/center director reported offering Haitian-Creole language instruction. Haitian-Creole was listed once as a most important language in terms of materials development needs; Portuguese was listed most often (11 times) as a most important language in the Latin America and Caribbean world area and Quechua was listed once.

The program/center director who listed Haitian-Creole as a most important language, stated that all materials at all levels of instruction are in high priority for development.

Haitian Creole: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Professor Bryant C. Freeman of the University of Kansas stated that he is in the process of developing 1) an advanced Haitian-English/English-Haitian dictionary; 2) a revised edition of *Ayiti cheri: A Brief Introduction to Haitian Creole*; and 3) a prepared edition of *Carrié Paultre, Woch nan Soley* (with notes and glossary).

Professor Charmant Theodore from the University of Florida stated that he was developing a useful expressions guide and articles for reading practice, as well as a revised edition of *Tonton Libin* in modern Creole.

Professor Albert Valdman of the Institute of Creole Studies at the University of Indiana was mentioned as another person in the field who was developing materials.

Professor Albert Valdman
Institute of Creole Studies
Ballantine 602
Indiana University-Bloomington
Bloomington, Indiana 47405
Tel: (812) 855-0097

World Area: Latin America and Caribbean
Language: Portuguese

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Latin America and Caribbean World Area

NFLRC received 41 LCRs and 12 PDQs for the Latin America and Caribbean world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Haitian Creole (7)
Portuguese (26)
Quechua (8)

See Appendix D for a list of institutions by language participating in the survey.

Portuguese: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Twenty-six LCRs from ten institutions were completed for the Portuguese language. Portuguese was represented with the highest number of LCRs in the Latin America and Caribbean world area; Quechua was represented with the second highest number of LCRs (8).

Portuguese: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed 11 surveys for beginning-level Portuguese.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Professors at the beginning level were using a total of 11 different textbooks. The textbooks listed on more than one survey were:

- *Brasil! Língua e Cultura* by Eduardo Diás and Thomas Lathrop (Newark, Lingua Text Ltd.,: 1992). This textbook was rated less useful by one professor and not rated by two others.
- *Travessia, A video-based textbook* by Jon M. Tolman, et al., (Washington, Georgetown University Press: 1988). This textbook was rated very useful by two professors and was left unrated by another.
- *Travessia: Caderno de Exercícios* by J. M. Tolman, Ricardo Paiva, et al., (Washington, Georgetown University Press: 1988). This is the workbook which accompanies the textbook cited previously. It was rated very useful by two professors and unrated by a third.
- *Português para Principiantes*, vols. I and II, by Claude E. Leroy and revised by S. Albuquerque and M. Schil (Madison, WI, Regents of the University of Wisconsin: 1985). This textbook was rated very useful by two professors.

Other textbooks being used by one professor at the beginning level and rated very useful were:

- *Português Sem Fronteiras I* by Isabel Leite (Lisbon, Luso-Brazilian: 1989).
- *Português Contemporâneo*, vol. I, by Maria Isabel Abreu (Washington, Georgetown University Press: 1973).

Audiotapes

Question 8 asked professors to list audiotapes used. Professors were using audiotapes which accompanied textbooks, and locally-prepared audiotapes. They listed using the tapes which accompanied *Brasil! Língua e Cultura, Português Sem Fronteiras I, Modern Portuguese, Português Contemporâneo, Português:Conversação e Gramática*, and *Brasil-Língua e Cultura*.

The tapes which accompanied *Português para Principiantes* were described as locally-prepared by the University of Wisconsin-Madison.

Videotapes

Question 9 asked professors to list other audiovisual materials used. Five professors listed the use of the instructional videotapes from the *Travessia* series. Two professors were using films from Portuguese or Brazilian cultural centers; others used videotapes of programs recorded from Brazilian television, or videos from their personal collections.

Computer Courseware

Questions 10 and 11 asked professors to list technology used. No professor was using software at any level of instruction. One professor did state that he was in the process of developing IBM-compatible computer software for drill work.

Intermediate Level

Professors completed eight surveys for intermediate-level Portuguese.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following textbooks were in use by more than one professor:

- *A Grammar of Spoken Brazilian Portuguese* by Earl W. Thomas (Nashville, Vanderbilt University Press: 1974). This textbook was rated very useful by both professors using it.
- *Para a Frente!* by M. Suner and L. King (Los Angeles, Cabrilho Press: 1981). This was rated useful by both professors.

Other textbooks rated very useful were:

- *Português Sem Fronteiras*, vol.II, by Isabel Leite (Lisbon, Luso-Brazilian: 1990).
- *40 Historinhas e 10 Poemas* by Carlos Drummond de Andrade (Gainsville, University of Florida Press: 1985).
- *Leah e outras historias* by Jose Roerigues Migueis (Lisbon, Estampa: 1981).
- *Hotel Lusitano* by Rui Zink (Lisbon, Europa-America: 1986).
- *O Novo Conto Brasileiro* by Malcolm Silverman (Rio de Janeiro, Nova Fronteira: 1980's).

At this level of instruction, no textbooks were rated less useful by professors.

Audiotapes

Question 8 asked professors to list audiotapes used. Three of the eight responding professors listed the use of audiotapes at the intermediate level. Two of the three professors were using commercially-produced tapes. The tapes listed were those which accompany *Português Sem Fronteiras II*, and a tape set called *As Maos de Euridice*. Another professor using audiotapes was using locally-prepared ones.

Videotapes

Question 9 asked professors to list other audiovisual materials in use. Two professors were using commercial films occasionally in their lessons. Another professor listed the use of the video series by Manchete, entitled *Os Brasileiros*. Two more professors were using videos which had been taped from Brazilian television. One professor listed the use of the SCOLA network.

Computer Courseware

Questions 10 and 11 asked professors to list technology use. No professor was using computer courseware at any level of instruction.

Advanced Level

Professors completed six surveys for advanced-level Portuguese.

Textbooks

Three of the five professor were using textbooks at this level of instruction. Three textbooks were rated very useful:

- *Português Sem Fronteiras III* by Isabel Leite (Lisbon, Luso-Brazilian: 1991).
- *A Literatura Brasileira Através dos Textos* by Massaud Moisés (Sao Paulo, Editora Cultrix: early 1980s).
- *Gramática da Língua Portuguesa* by Celso Ferreira da Cunha (Rio de Janeiro, Ministério da Educacão e Callura/Fundacão de Assistência ao Estudante: 1983).

One professor who was teaching an advanced level course in business Portuguese did not list any textbooks. Another professor said that "no textbooks are available" at this level on instruction.

Audiotapes

Question 8 asked professors to list audiotapes used. One professor was using audiotapes. These were the tapes which accompanied *Português Sem Fronteiras III*.

Videotapes

Question 9 asked professors to list other audiovisual materials in use. One professor listed the use of *Funtevê* and *Rede Brasil*. Another professor was using films, slides, and videotapes from the Portuguese Institute of Culture and Language. One professor was using films and taped programs from television.

Computer Courseware

Question 10 & 11 asked professors to list technology used. No professor was using computer courseware at any level of instruction.

Other Courses

One professor was teaching a course called "Intensive Portuguese for Spanish Speakers."

Textbooks, Audiotapes, and Videotapes

The professor was using these two textbooks:

- *Com Licença! Brazilian Portuguese for Spanish Speakers* by Antônio R. M. Simões (Austin, University of Texas Press: 1992). This book was rated very useful.
- *Falando...Lendo...Escrevendo...Português: Un curso para estrangeiros* by Emma Eberlein, O.F. Lima and S.A. Lunes (Sao Paulo, EPU: 1981). This textbook was rated useful.

The University of Texas Press has a set of three tapes to accompany *Com Licença!* and the instructor's manual. The tapes cover the introductory chapter, Units I-III, and the vocabulary listed at the end of the book. Videotapes are also available from the *Travessia* series.

Computer Courseware

Questions 10 & 11 asked professors to list technology used. The professor in question did not list the use of computer courseware.

Portuguese: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, and advanced textbooks
- student reference/grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials

rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

Seven professors rated highest the need for computer courseware. One professor stated that courseware for "language, vocabulary, grammar, and drills" were needed. Another professor stated that "beginning- to intermediate-level self-instructional Computer Assisted Language Learning (CALL) materials" were needed.

Rated next highest on the list of ten types of materials was the need for a beginning-level textbook. Professors gave this item four ratings of 5 and two of 4. Professors wanted a textbook that would include "more drills, more exercises," "more grammar and communicative drills," and "real-life cultural readings" with "a topical approach." Another professor stated that while "materials are needed to teach virtually everything in Portuguese, we still do not have an appropriate beginning text that is not grammar-oriented!"

Business language materials received four ratings of 5 from professors. One professor wanted materials with a "communicative" orientation. Another professor commented that those business language materials currently available on the market were "very poor."

Receiving four ratings of 5 and one of 4 was the need for audiotapes. Audiotapes for "active listening" were needed, according to one professor.

The need for videotapes, rated at 5 by three professors and at 4 by three others, need to be "more oriented towards international relations," and "must allow for more student interaction" according to two professors who chose to suggest a desired orientation for these materials.

Reading texts for beginning-level students were rated at a 5 by three professors, and at a 4 by two. Texts treating "international relations" which are "more authentic," "more effective," and include glossaries were desired by professors.

Four professors rated the need for a student reference grammar at 4 or higher. One professor wanted a grammar with more exercises. One of the reviewers, Antonio Simões, suggests *Programmatic Portuguese* (Washington, Foreign Language Institute: 1974) as a good text for both the beginning and intermediate levels.

Three professors rated highly the need for dictionaries for their beginning-level courses. One professor stated that an "up-to-date" dictionary of Brazilian Portuguese was needed.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	4	2	1	1	0
Student reference/grammar	2	2	4	1	0
Reading texts	3	2	2	0	0
Dictionaries	1	2	1	1	1
Business language material	4	0	1	1	0
Audiotapes	4	1	1	0	0
Videotapes	3	3	2	0	0
Computer courseware	5	2	0	0	0
Other					

Intermediate Level

The single most-needed item according to intermediate-level Portuguese professors were intermediate textbooks. This item received three ratings of 5 and three of 4 from professors. As for the desired orientation of these items, one professor commented that an intermediate textbook should have "more drills and more exercises," be "more communicative," and include "more texts relevant to international relations."

The need for a student reference grammar was rated by two professors at 5, and five professors at 4. No specific comments were made as to the desired orientation for the reference grammar.

Computer courseware received two ratings of 5, and two of four. Courseware for "verb and vocabulary drills" was desired by one professor.

The need for intermediate-level reading texts was the next highest rated item from the list of ten. Professors gave this item two ratings of 5 and one of 4. "More authentic reading texts" were desired by one professor.

Business language materials, videotapes, and audiotapes all received two high ratings of 5 from professors. Videotapes which "allow for student interaction," and audiotapes for "active listening" are needed, according to one professor.

Dictionaries, the lowest rated item of the list of ten, were given one rating of 5 and two ratings of 4 by professors. No specific comments were made concerning the desired orientation of dictionaries.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	3	3	2	0	0
Student reference/grammar	2	5	1	0	0
Reading texts	2	1	2	0	0
Dictionaries	0	3	2	0	0
Business language material	2	0	1	1	0
Audiotapes	2	0	1	1	0
Videotapes	2	0	2	0	0
Computer courseware	2	2	1	0	0
Other: grammar exercises	1	0	0	0	0

Advanced Level

According to professors at this level, advanced textbooks were the highest rated item from the list of ten. Three ratings of 5 were given. An advanced-level textbook needs "more exercises," and to treat "some culture and institutions," according to one professor. Another professor wanted the textbook to include composition exercises and to focus on grammar. One professor commented that "there is an urgent need for an advanced textbook in Portuguese, as none exists at the present time."

The next most needed items were a student reference grammar, videotapes, and audiotapes which each received two ratings of 5, and one rating of 4 in the case of reference grammars. No desired orientation was given for these items.

The need for reading texts received one rating of 5 and one of 4. Rated slightly lower than reading texts were business language materials and computer courseware.

Finally, the need for dictionaries was, as at the intermediate level, the lowest rated item of the list.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	3	0	0	0	1
Student reference/grammar	2	1	1	0	1
Reading texts	1	1	1	0	1
Dictionaries	0	1	1	0	1
Business language material	1	0	1	0	1
Audiotapes	2	0	0	1	1
Videotapes	2	0	1	0	1
Computer courseware	1	0	1	0	1
Other					

Portuguese: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Portuguese. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Fourteen professors identified and rated the overall needs for the Portuguese language. Textbooks for all levels of instruction were cited most often by professors. Intermediate textbooks were listed six times and rated at 4 and 5. Advanced textbooks were listed five times and beginning-level textbooks four times. They also were rated at 4 and 5. A few comments were made as to the desired orientation of the textbooks. One professor stated the need for textbooks that have accompanying audiotapes. Another comment was that any new materials exclude the stereotypes of Brazil that are common in current texts. At the intermediate level, the textbooks should develop conversation and composition skills, while at the advanced level, the emphasis should be placed on strengthening reading skills.

Reading texts were also cited with some frequency. Intermediate readers were listed four times and rated at 5. Advanced readers were listed three times and beginner readers once. Most professors when commenting on the desired orientation of these materials, stated the need for culturally accurate texts that deal with Brazil, Lusophone Africa, and Portugal.

Grammar exercises and workbooks for all levels of instruction were listed seven times and rated at 5. Audiovisual materials were also listed seven times and were rated at 4 and 5. Professors desired a similar orientation for films as they did for reading texts. The materials should be culturally accurate and depict the cultural and social aspects of Brazil, Lusophone-Africa, and Portugal.

Other materials listed include: computer courseware for the beginning and intermediate levels, games for beginning-level instruction, flip charts, and business materials for the intermediate level.

Portuguese: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Eleven program/center directors reported offering Portuguese language instruction at their institutions. Portuguese was listed six times as a most important language in terms of materials development needs; Quechua was listed three times as a most important language and Haitian-Creole was listed once.

Instructional materials cited as a high priority by program/center directors in terms of development include the following:

- "non-drill computer courseware" for the beginning level
- "proficiency materials for international relations" geared towards the intermediate level
- composition and conversation materials for the intermediate level
- audio-visual materials for the advanced level
- an advanced-level textbook

Reviewer Simões agrees with the statements where instructors expressed the need for more materials involving computers and videotapes. He views this, however, more as a response to feelings of anxiety stemming from our constant desire to modernize and obtain state-of-the-art technology. Instead of leaping ahead towards computers and video, Mr. Simões believes the production of audiotapes covering a wide range of topics (drills, spoken vocabulary, etc.) should come as a precursor, and from the experience of preparing these tapes, more complex materials involving computers could be developed.

Portuguese: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Professor Malcolm Silverman of San Diego State University is currently compiling a "selection of periodical readings with exercises, emphasizing cultural questions and conversations."

Lori Madden of Shippensburg University in Pennsylvania was reported to be developing videotapes for the Portuguese language.

Jon M. Tolman of the University of New Mexico is developing computer courseware described as a drill and practice for the IBM/compatible. Mr. Tolman is also working on a "set/curriculum or subject area guides on Brazilian Studies."

Professor Adelaide Bouchardet Davis of Denver University/University College stated that she is developing materials oriented towards grammar instruction which include many examples.

Professor Severino J. Albuquerque of the University of Wisconsin-Madison stated his desire to develop an advanced textbook because of the lack of this type material at the present time. At the moment he has a photocopied packet which he has compiled over the years and which serves has a textbook for his advanced-level class. Mr. Albuquerque also has a large amount of handouts, worksheets, readings, composition models and guides, etc.

Several professors have developed packages of instructional materials tailored to the particular needs of their students. For example, professor Peggy Sharpe and her colleagues were planning to disseminate course packets for third and fourth-semester Portuguese through the Center for Latin American and Caribbean Studies at the University of Illinois Champagne/Urbana. The professor added that her goal in the near future would be to put their materials together in a first-year text.

One of the reviewers, Antônio Simões, offered one book, *Gramática do Português Falado*, vol. 1, (Campinas, Editoria da UNICAMP/FAPESP, 1990), as an "excellent work to be used as reference." He is also working on a second year Portuguese textbook.

Several professors gave addresses of organizations and universities to contact to obtain teaching or cultural materials:

Luso-Brazilian Publishers
Box 170286
Brooklyn, NY 11217

The Portuguese Institute of Languages and Culture (ICALP)
Jardim do Principe Real 14-1
1200 Lisboa Portugal

The Brazilian-American Cultural Institute (BACI)
4103 Connecticut Avenue, N. W.
Washington, D. C. 20008
(202) 362-8334

Audio-Forum
The Language Source
96 Broad Street
Guilford, CT 06437
(203)453-9794

World Area: Latin America and Caribbean
Language: Quechua

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
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The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Latin America and Caribbean World Area

NFLRC received 41 LCRs and 12 PDQs for the Latin America and Caribbean world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Haitian Creole (7)
Portuguese (26)
Quechua (8)

See Appendix D for a list of institutions by language participating in the survey.

Quechua: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Eight LCRs from four institutions were completed for the Quechua language. Quechua was represented with the second-highest number of LCRs in the Latin America and Caribbean world area; Portuguese was represented with the highest number of LCRs (26) and Haitian Creole with the lowest number (7).

Quechua: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed four LCRs for beginning-level Quechua.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of textbooks for the beginning level:

- *Runa Shimi, A Pedagogical Grammar of Quechua* by Carmen Chuquín and Frank Salomon (Latin American and Iberian Studies Program, University of Wisconsin, 1992). This textbook was rated very useful by one professor.
- *Introduction to Spoken Bolivian Quechua* by Garland Bills, Bernardo Vallejo, and Rudolph Troike (Austin, University of Texas Press: 1969). This book is currently out of print. The professor who listed this book rated the material useful. One of the authors of this text reported that a slightly revised version of this text could be made available in photocopies or on disk in WP format.
- *Caimi Nukanchic Shimiyuc Panca* by Consuelo Yánez Cossío et al. (Ministerio de Educación y Cultura y Pontifía, Universidad Católica del Ecuador, 1982). This text was rated less useful.

The fourth professor reported teaching beginning, intermediate and advanced Quechua. The professor did not indicate the level at which the reported textbooks are used. They will be cited in this report for all three levels of instruction. They are as follows:

- *Quechua: Manual De Enseñanza*, by Clodoaldo Soto Ruiz (Lima, Instituto de Estudios Peruanos: 1979). This text was rated very useful.
- *Quechua Qosqo-Colaw* by Luise Morató Peña (Urbana-Champaign, University of Illinois: 1991). The text was rated very useful.
- *Gregorio Condori Mamani: Autobiografía* by Ricardo Valderrama Férnandez and Carmen Escalante Gutiérrez (Cusco, Peru, Centro de Estudios Andinos: 1977). The text was also rated very useful.

Audiotapes

Question 8 asked professors to list audiotapes in used. All four professors indicated that they used locally-prepared audiotapes in their beginning-Quechua instruction.

Two locally prepared sets of tapes accompany textbooks cited above. The language laboratory of the University of Texas-Austin has developed sixty minute audiotapes to accompany each of the thirty lessons in the textbook *Introduction to Spoken Bolivian Quechua*. These tapes can be made available to other Quechua language programs through the language lab. Carmen Chuquín is developing audiotape drills, narratives, and dialogues to accompany the *Runa Shimi* grammar text. The not yet complete set can be made available through the University of Wisconsin-Madison.

A set of audiotapes prepared in the Language Laboratory of the University of Illinois can be made available to other Quechua language programs.

Videotapes

Question 9 asked professors to list other audiovisual materials used. Three professors indicated that audiovisual materials were used in their courses.

Two professors reported using *Nukanchik Llaktapak Shimi* by Consuelo Yánez and Fausto Jara (Quito, Pontificia Universidad Católica del Ecuador: 1975). This set of slides comes in three small volumes and is accompanied by student's book, instructor's book, and prints of some slides.

A third professor reported using supplemental drawings which accompany the textbook *Quechua: Manual de Ensenanza*, cited above.

Computer Courseware

Questions 10 and 11 asked professors to list technology used in their curriculum. No professor reported the use of computer courseware at this level of instruction.

Intermediate Level

Professors completed three LCRs for intermediate-level Quechua.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of textbooks for the intermediate level:

- *Introduction to Ecuador Highland Quichua* by Ellen M. Ross (Madison, Foundation for Inter-Andean Development: 1979). The text was rated very useful.
- *Aprenda El Quichua: Gramática y Vocabularios* by P. Canmilo Mugica (Napo, Ecuador, CICAME: 1967). This text was rated useful.
- *Runa Shimita Yachacushun: Aprendamos Quichua* by Víctor Vásquez (Quito, Abya Yala Press: 1990). The text was rated useful.

As mentioned earlier, one professor listed three books but did not categorize them for a particular level. The textbooks are listed under the section for beginning-level materials.

Audiotapes

Question 8 asked professors to list audiotapes currently used. One professor reported using the materials developed by Carmen Chuquín at the University of Wisconsin, cited previously in the section for beginning-level Quechua. This professor also uses locally-prepared audio recordings of Public Service Broadcasts in Quito and spoken stories and conversations from the Quechua community of San Roque. These tapes can be made available to other Quechua language programs through the Stanford University Program in Special Languages.

No other audiotape material was cited for intermediate instruction.

Videotapes

Question 9 asked professors to list other audiovisual materials used. One professor reported using supplemental drawings which accompany the textbook *Quechua: Manual de Enseñanza* cited above.

Computer Courseware

Questions 10 and 11 asked professors to list technology used. No computer courseware was reported to be in use for Quechua instruction.

Advanced Level

One LCR was completed for advanced-level Quechua.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." There were no textbooks listed for this level. As mentioned earlier in the sections for the beginner level and intermediate level, one professor listed three texts but their course designation is unknown. They are cited in the beginning-level textbook section.

Audiotapes

Question 8 asked professors to list audiotapes currently used. No audiotapes were reported to be in use at the advanced level of Quechua instruction.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. The professor reported using slides for advanced-level Quechua conversation, but gave no reference for the materials. The reviewer of this survey mentioned the film *Runa, Guardians of the Forest* by Dominique Irvine for its all-Quechuan soundtrack.

Computer Courseware

Questions 10 and 11 asked professors to list technology used. No computer courseware was reported to be in use for Quechua instruction.

Quechua: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

Professors rated audiotapes and videotapes as the two materials in greatest need of development at the beginning level.

Commenting on the desired orientation of these materials, professors indicated the need for audiotapes and videotapes which are culturally oriented. Also, the tapes should accompany textbooks and provide oral practice.

Beginning-level textbooks were also rated highly by professors. Comments on the orientation of the textbooks include the need for textbooks which are communicatively oriented, and which include cultural information and authentic texts. One professor desired a basic textbook with ample grammar and drills.

Three materials were listed twice at 3. They were a student reference grammar, reading texts, and dictionaries. The desired orientation of these materials was not provided.

Summary of Beginning-Level Material Needs

Materials	**5-H**	**4**	**3**	**2**	**1-L**
Beginning textbooks	3	0	0	0	0
Student reference grammar	0	0	2	0	0
Reading texts	0	0	2	0	0
Dictionaries	1	0	2	0	0
Business language material	0	0	0	2	1
Audiotapes	3	1	0	0	0
Videotapes	3	1	0	0	0
Computer courseware	1	1	1	0	0
Other					

Intermediate Level

The need for development of intermediate-level audiotapes was rated the highest. Professors cited the need for audiotapes that would introduce more culture. One professor reported a desire for audiotape materials that could be used for individual practice.

The need for videotape materials was also rated high. One professor indicated a desire for cultural videos for intermediate-Quechua instruction.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	0	0	1	0	0
Student reference grammar	0	1	0	0	0
Reading texts	0	1	0	0	0
Dictionaries	0	1	0	0	0
Business language material	0	0	0	0	0
Audiotapes	1	1	0	0	0
Videotapes	1	0	0	1	0
Computer courseware	0	0	0	0	1
Other					

Advanced Level

The professor at the advanced level of instruction rated two materials in great need of development. The materials cited by the professor were audiotapes and videotapes. The professor rated the need as 5, and did not rate any other materials. This professor indicated a desire for audiotapes which would be appropriate for individual practice, and videotapes which are culturally oriented.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	0	0	0	0	0
Student reference grammar	0	0	0	0	0
Reading texts	0	0	0	0	0
Dictionaries	0	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	1	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Quechua: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Quechua. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Five professors identified and rated the overall needs for the Quechua language. Audiovisual materials were listed most often by professors. Videotapes at the beginning level were listed twice and rated at 4. One professors stated the need for materials to be developed on videodisks, while another professor called for visual aids such as slides. The need of these materials was rated at 5 and 4, respectively.

Reading texts were also cited with some frequency. One professor suggested using "oral traditional stories" for instruction at the beginning and intermediate levels. Another professor rated the need for an intermediate reader at 4.

Textbooks were listed twice by professors. For the beginning level, the desired orientation was for a basic textbook, while for the intermediate level, one professor stated the need for textbooks that are written in English. These materials were rated at 5 and 4 respectively.

Three professors listed audiotapes and rated the need at 5. According to one professor, the tapes should include drills and exercises. The only other material listed by professors were grammar charts. The need was rated at 5.

Reviewers reported that there is a need for materials to be developed which reflect the dialect and cultural diversity within the Quechua community. One reviewer noted the importance of developing "at least one good set of materials representing [both the Quechua of southern Peru and that of Ecuador]." Related to this, a second reviewer emphasized the need for materials to be developed which are "culturally authentic...including information on speech registers, etiquette, taboos, and the like."

Reviewers also discussed the issue of intermediate language instruction. Many Quechua language materials are currently available only with Spanish as the language of instruction. It is one reviewer's opinion that materials should be developed in English in order to serve "the broadest range of potential learners in the United States."

Quechua: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Four program/center directors reported offering Quechua language instruction at their institutions. Quechua was listed three times as a most important language in terms of materials development needs. In the Latin America and Caribbean world area, Portuguese was listed most often (6) by program/center directors and Haitian-Creole was listed once as most important language.

Directors placed all materials for Quechua as a high priorities for development, but audiovisual materials, reading texts, and reference grammars were cited most often.

Quechua: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Professor Sixto Clodoaldo Soto of the University of Illinois in coordination with Cornell University and University of Wisconsin is developing a textbook which focuses on Ayacucho and Cuzqueno-Boliviano Quechua training. Professor Soto also stated that the Center for Latin American and Caribbean Studies at the University of Illinois has "extensive written Quechua materials" and the Language Learning Laboratory has audiotapes for Cuzco, Ayacucho, and Imbabura Quechua as well as for

Quiche.

Dr. Carmen Chuquin of the University of Wisconsin-Madison is developing a number of materials which includes: 1) a trilingual dictionary: Runa Shimi, Spanish, and English; 2) a collection of stories from Imbabura; and 3) a book on Parlukuna called *Dukanchi Kawsayka Kashnami: We Live Like This* which needs to be translated into Spanish and edited in English to be ready for publication.

One reviewer reported that *El Quichua de Imbabura* (Otavalo, Instituto interandino de Desarrollo: 1973) by Louisa R. Stark and Lawrence K. Carpenter, and *Bolivian Quechua Reader and Grammar-Dictionary* (Ann Arbor, Karoma Press: 1986) by Crapo and Aitken, are popular materials. A second reviewer reported that *Spoken Cuzco Quechua* by Donald Solá and Antonio Cusihuamán (Ithaca, Center for Latin American Studies, Cornell University: 1970s) was also in frequent use at one time, though may have been superseded by newer materials. The book and tape series *Aprenda Usted Mismo el Quichua* by Maria Eugenia Quintero and Mercedes Cotacachi (Quito, Ediciones Abya-Yala: 1987) was also listed among useful and popular Quechua materials.

Additional auxiliary materials identified by the reviewers are:

- *Diccionario Quichua. Quichua shimiyuc panca* (Quito: Corporación Editora National/Proyecto Ecucación Bilingue Intercultural: 1989).
- *Curi Quinti. Ecuador llactamanta huiñai causai rimaicuna. El Colibrí de oro. Literatura oral quichua del Ecuador*, edited by León M. Coloma, María Eugenia Quintero (Quito, CEDIME: 1986).
- *Cuentos cusqueños* (Cuzco, Centro de Estudios Rurales Andinos Bartolomé de las Casas: 1984).

Roger Anderson is currently developing an interactive software program for the Quechua. This will be made available through the Latin American Center at UCLA in 1994.

Review by World Area: Middle East and North Africa

One professor from each of the eight world areas (six of the eight responded) was asked to write an overview of priorities on a world area as a whole. Professors were chosen a) based on their expertise and accessibility to information regarding trends in instructional materials development in their particular world area, and b) regardless of whether they had already contributed as a survey respondent or as a reviewer by language. The reviewers were asked to address the following questions in their overview.

- Which languages within your world area are adequately served with instructional materials?
- Which languages are in need of additional materials, and specifically, materials are needed?
- What languages will increase and decrease in importance during the 1990's?
- Who is currently developing new instructional materials for your world languages, and what materials are already in print?
- What problems may exist for material creation and implementation?

Project staff worked with reviewers to ensure that the overviews demonstrated adequate breadth, depth and style.

Survey of Materials Development: Trends and Needs for Selected Middle Eastern and North African Languages

By Alan S. Kaye (California State University, Fullerton)

The recent events in the Middle East convince me that all the languages of this area will increase in importance in the years ahead. With the recent peace talks and the Arafat-Rabin accord, new treaties between Jordan and Israel and Israel and Syria are imminent. The importance of Arabic and Hebrew will doubtlessly be in the forefront on the agendas of Congressmen and Senators, as well as other governmental officials. The United States is in the area to stay (e.g. Somalia, the Gulf States, and Saudi Arabia), and I see more resources going to the region in the months and years ahead. I believe there is good reason to think that our universities will be expanding programs in the Middle Eastern and North African Studies as a result of the latest developments. There will also be more cultural exchanges between institutions of the area with the United States.

Problems of Materials Development

The only possible drawback I see interfering with the new instructional materials has to do with financial matters. The United States should be pumping in much more money here than it has. The area is too strategically important to the U.S. and to the rest of the world, as well. The United States realized only after World War II started that it had to spend vast sums of money preparing teaching materials for languages, such as Chinese, Thai, Vietnamese, etc. Some of my own teachers were the linguists hired to do the job. Strangely enough, it took the pressures of a world war to precipitate this action.

Syriac

There are very few American universities indeed which teach Classical or Modern Syriac. The standard textbook for the classical language is still the very one which I used when I studied the language about thirty years ago: Theodore H. Robinson's revised *Paradigms and exercises in Syriac grammar* (Oxford University Press: 1962). This fact is not very surprising since there is presently so little attention being paid to this language. There has long been available an excellent dictionary of the language in English (but it is expensive), (Oxford Press: 1957). One wonders about the needs for a new dictionary considering the few students available. A new and quite useful textbook by Takamitsu Muraoka has been published; however, students should already have studied Biblical Hebrew before embarking on *Classical Syriac for Hebraists* (Wiesbaden, Otto Harrassowitz: 1987).

Neo-Syriac (also known as Neo-Aramaic, Neo-Assyrian or Chaldean) materials have, by comparison with Classical Syriac, proliferated over the past few years, especially by German scholars written in German. I wish here to single out Werner Arnold's excellent five volumes, *Das Neuwestaramaische* (Wiesbaden, Otto Harrassowitz: 1990's).

It is unfortunate, in my view, that there has not been more in the way of new pedagogical materials for the study of Syriac. However, considering the basic needs of today's limited offerings by the U.S. universities, one can readily comprehend why this important classical Near Eastern language has been neglected. The situation will, in all likelihood, remain as such for the foreseeable future.

Hebrew

There are many excellent programs in Hebrew (both Biblical and Mishnaic as well as modern) at many American universities. In addition, Biblical Hebrew has a long tradition of being taught at theological seminaries along with other Semitic languages. Alberty T. Bilgray assessed the needs of the Hebrew language teaching profession by presenting, "The Methodology of Hebrew Language and Literature: Some Basic Needs," in *Methodology in the Academic Teaching of Judaism* (Lanham, University Press of America: 1986). Hebrew was, according to the author, "the fastest growing foreign language studied on the American campus." The study of Hebrew will, in my opinion, continue to attract students in the years ahead. Nahum M. Wadman's book, *The Recent Study of Hebrew* (Winona Lake, Eisenbrauns: 1989) contains a bibliography of 181 pages reflecting the enormous output by many scholars. Both Biblical and Modern Hebrew have seen many new textbooks and grammars published over the past decade: *Biblical Hebrew* by B. Kittel, V. Hoffer, and R. Wright (Yale University Press: 1989); *A grammar of Modern Hebrew* (Cambridge University Press: 1989) and *Chik-Chik A Gateway to Modern Hebrew Grammar* (University Press of London: 1991) both by Lewis Glinert. Hebrew needs "communicative" pedagogical materials. In this regard, Edna Coffins work at the University of Michigan is significant and should be encouraged. Considering how many students are studying Hebrew, the available texts, grammars, and dictionaries can always be updated and/or revised and supplemented with more modern "communicative-competence" oriented materials via videotapes and computer materials. However, it should be kept in mind that Biblical Hebrew students have their own special needs and many wish to study it as a dead language (exclusively).

Arabic

Due to the number of speakers and especially to the influence of Islam, Arabic will continue to occupy a pivotal place in the curriculum of Near Eastern languages taught in America. It is the most important Middle Eastern language. With the recent Arafat-Rabin peace accord, Arabic will continue to be a popular Middle Eastern language in the U.S. and will continue in its pivotal role. I see Arabic as becoming **vastly** more important by the year 2000. My forthcoming review in *Language and Society* of Aleya Rouchdy's *The Arabic Language in America* (Wayne State University Press: 1992) comments on recent trends in Arabic language teaching. Therein I point out that there are many situations in which one does not use Modern Standard Arabic.

Ernest McCarus's "History of Arabic Study in the United States" (in Rouchdy 1992:207-221) surveys the approach of many leading textbooks for both Modern Standard Arabic and a wide variety of Arabic dialects. McCarus has himself (along with colleagues Peter Abboud, et al.) assisted in the preparation of the popular *Elementary Modern Standard Arabic* (Cambridge University Press: 1983). Roger Allen has discussed the present instructional state of the art in his "Teaching Arabic in the United States: Past, Present, and Future," (in Rouchdy 1992:222-250). I quite agree with his overall evaluation of the future: "Arabic may still be a 'critical' language in numerical terms, but it has now joined company with the more commonly taught languages in the common task" (1992:249).

The most effective method for Arabic instruction is a combination of MSA and a dialect (the method actually used at the Center for Arabic Studies Abroad in Cairo at AUC). Students learn both MSA and Colloquial Egyptian in separate classes. This prepares them to acquire the language as educated natives do. The least effective approach is the grammar-translation one (surely most linguists agree here).

Although there are an enormous number of textbooks available for Modern Standard Arabic, there is still room for more "proficiency-based" readers, audio-video tape courses, and computer-assisted instruction of all kinds. The new video teaching materials being developed by Raji M. Rammuny of the University of Michigan for "Business Arabic" under USDOE grants seem quite innovative and a step in the right direction for the future. I expect the demand for "Business Arabic" to expand in the future.

Modern Arabic dialects, although taught at fewer universities than literary Arabic, have some very good teaching materials available. This is particularly noteworthy for Egyptian Colloquial Arabic (Cairene). The Arabic dialect series by Dunwoody Press (Wheaton) should be highlighted. For instance, I edited Habaka J. Feghali's *Arabic Adeni Textbook* (1990), and also prepared all the grammatical notes to her *Moroccan Arabic Reader* (1989). The emphasis of this series is in the realm of "communicative competence." Of course, there is a need to develop further sound pedagogical materials for other Arabic dialects (such as Libyan and Sudanese Arabic). Dunwoody Press has also recently published Hamdi A. Qafisheh's *Yemeni Arabic Reference Grammar* (1992). More reference grammars for other Arabic dialects are desperately needed.

I think that Colloquial Egyptian will continue to be a very important dialect to teach for many reasons (Arafat was born and educated in Cairo, it must be emphasized). The Gulf dialects will become more important in the future; however, we must not neglect the importance of the radical Arabic states, such as the Sudan and Libya for the future. I think that Iraqi Arabic's importance for the region should be downplayed (besides we have lots of good material on this dialect).

I do not believe the field needs more elementary Modern Standard Arabic textbooks. Rather, there is a crucial need for materials and approaches which integrate colloquial and literary Arabic in American universities; however, this "integration" does not appear to be feasible presently for a variety of reasons, especially because most American students are not exposed to any Arabic dialect in the course of their study of the language in the U.S. (and many students wish to be exposed to spoken forms of the language other than the "artificial" spoken Modern Standard Arabic.)

Persian

Persian language study in the U.S. was more popular before the Iranian Revolution than after. In this regard, see the bibliography in Gernot L. Windfuhr's, *Persian Grammar: History and State of its Study* (Hague, Mouton and Co.: 1979). However, there are still quite a few American universities offering the language. It is, without a doubt, an important language in any Islamic Studies program. Statistics will probably reflect that there are more students at the elementary level who get "turned off" because some textbooks used are "old-fashioned." The number one need, in my view, is for a textbook which integrates both spoken and written Farsi since, in contradistinction to Classical or Modern Standard

Arabic, Biblical Hebrew, and Classical Syriac, it has been my experience that most American students of Farsi want to learn to speak and understand the language as well as read newspapers and literature, including poetry, and write letters, essays, reports, etc., in it (I do not address herein the special problems associated with Afghan Persian or Dari).

Personally, I think that the Persian dictionary scene could be upgraded. Persian could also use a *Dictionary of Tehrani Persian* similar in scope and format to the E. Badawi and M. Hinds superb *A Dictionary of Egyptian Colloquial Arabic* (Beirut, Libraire du Liban: 1986), which broke new ground because it was a context-based dictionary. Also, in my view, Persian will become more important once American-Iranian relations improve. According to many forecasts, relations have improved significantly between these two countries of late, and thus, the U.S. should now be planning how to best address some of the concerns mentioned above.

Review of Status and Needs for the LCTL Survey
Larry Clark (Indiana University)

Current Status of Turkic Language Materials

Turkic languages are spoken by approximately 150 million people in Eurasia, falling within several geographical areas of the world: East Asia (Uygur, Kazak, Kirgiz); Eastern Europe and Former Soviet Union (Turkmen, Uzbek, Karakalpak, Kirgiz, Kazak, Altay, Tuva, Khakas, Yakut, Bashkir, Tatar, Chuvash); and Middle East and North Africa (Turkish, Azeri).

Familiar geopolitical and demographic arguments support a case for defining as especially critical five of the Turkic languages that have a national status (Azeri, Kazak, Turkish, Uygur, Uzbek) and as critical three of them (Kirgiz, Tatar, Turkmen). Moreover, the fact that more than three instructional surveys were returned for only Turkish and Uzbek, while this reviewer provided surveys for the other six languages, identifies Turkic language as among the *Least* Commonly Taught Languages.

Among these critical Turkic languages, an adequate instructional corpus exists only for Turkish. Soon-to-appear introductory (by Güliz Kőroglu) and intermediate (by Erika Gilson) communicative textbooks will respond to needs voiced by survey respondents for improved textbooks at those levels. The American Association of Teachers of Turkish has produced "Proficiency Guidelines for Turkish" (based on ACTFL guidelines) and has encouraged a number of young teachers to incorporate communicative techniques into their instruction. Good to excellent grammars and dictionaries also exist for research requirements. All of these developments should be supplemented and supported. Those in the field are aware of an urgent need for better audio-visual materials. Nonetheless, Turkish language materials now meet or soon will meet most basic instructional and research needs.

For the other seven Turkic languages defined above as especially or otherwise critical (Azeri, Kazak, Kirgiz, Tatar, Turkmen, Uygur, Uzbek), the prospects for instruction and research are dismal to bleak, with a few hopeful signs. Instruction in these languages nearly always relies on phrasebooks, self-study "textbooks" and "school" dictionaries of various kinds using grammar-based or other outmoded methodologies and published in Russian or one of the national languages. Similarly ill-conceived English-language materials exist or may be in the making for Uygur, Uzbek, and several of the other languages. Nearly all materials for Turkic languages have been produced by national instructors or scholars without training or experience in communicative or other effective approaches to teaching and learning. Only now are textbooks based on the communicative approach being prepared for Azeri and Turkmen. Adequate reference works (grammars and dictionaries) do not exist in English for any of these languages.

This review consists of a brief discussion of the continuing importance of Turkic languages and an assessment of needs for instructional and research materials. Although defined as critical, Turkish is omitted from this review for the reasons that instruction is offered at more than twenty institutions (sufficient relative to its importance) and that adequate or better instructional and research materials exist or soon will exist.

Increasing Importance of Critical Turkic Languages

The seven Turkic languages identified above as critical merit that status by their association with significant geopolitical and sociocultural factors, including their distribution in regions of current or potential international conflict; their status as national languages in countries or regions with major resources (oil, gas, precious metals, textiles, labor surplus), military power, or strong leadership; their unifying function for groups that identify with a nation or with supra-national entities; and others. Such considerations indicate that four especially critical Turkic languages (Azeri, Kazak, Uygur, Uzbek) will continue to increase in importance in the 1990s.

Several of these languages will increase in importance as factors of national identity and realignment within their own regions. Uzbekistan already has taken an aggressive role in regional conflicts; its intervention in Tajikistan's civil war, partially in response to unrest among its own Tajik population, has redefined relations in the region. Kazakistan's current leadership manages a potentially explosive issue of partition between its roughly equal Kazak and Russian populations. Moreover, its military prowess makes it a possible broker in regional conflicts. The continuing war between northern Azerbaijan and Armenia has postponed consideration of reunion with the 14 million Azeris of southern Azerbaijan, a prospect certain to arouse confrontation with Iran.

The change of economic and political leadership currently underway in the People's Republic of China will encourage claims to greater autonomy or possibly independence among the Uygurs and other national minorities. Factors of language (Uygur, Kazak, Kirgiz—all in Arabic script), religion (Islam), and history (Turkestan—a concept that includes Central Asia and Xinjiang), combine to orient the Uygurs and other Turkic peoples of the Xinjiang-Uygur Autonomous Region toward Central Asia rather than toward China. Aware of their imminent submersion among Chinese (Han) immigrants to Xinjiang and of the removal of local resources, Uygurs, Kazaks, and other Turks of the region likely will turn to Central Asian Turkic and South Asian Islamic neighbors for support. The interethnic tensions stemming from socioeconomic problems and from traditional hatred for the Han Chinese that in recent years have erupted in violence (beatings, bombings, rebellions) will increase.

These Turkic languages also are important because of their role in initiatives taken by Turkey to forge economic, social, and political ties with dominant Caucasus and Central Asian Turkic republics. These republics, in turn, are playing their Russia, Iran, and Turkey cards in their own best interests. Although it is unlikely that these republics ever will alter their language and culture policies to conform with Turkey's "Big Brother" expectations, this emerging network changes diplomatic, economic, and other relationships in the region, and highlights the importance of language issues.

Not one of the seven Turkic languages identified here as critical will diminish in importance in the 1990s. Although smaller in number of speakers, Kirgiz and Turkmen are the national languages of newly independent countries that figure prominently in regional economic and political networks, as well as in emerging world area realignments. Tatars, who have a longer tradition of cultural and political agitation than most other Turkic peoples, continue to press for independence from the Republic of Russia. Even less conspicuous Turkic languages will increase in importance; for example, Yakut (Sakha), which is spoken in Russia's eastern Siberia region, is a symbol of national identity for the small local population of the self-proclaimed Republic of Sakha, rich in diamonds and other resources and eager for foreign investment.

Turkic Language Materials Needs

The following consists of a brief assessment of the current status of and prospects for instructional and research materials for each language—first for the most critical (Azeri, Kazak, Uygur, Uzbek), and second for the less critical (Kirgiz, Tatar, Turkmen) Turkic languages; an identification of urgent needs; and an indication of work-in-progress known to the reviewer.

In this reviewer's opinion, even recognition of the critical role of these Turkic languages likely will not lead to preparation of all or even a reasonable number of the needed materials. Because Turkic languages never have received adequate attention from government and academic institutions in this country, their study suffers from a severe shortage of specialists, instructors, courses, language materials, and funds. The current spark of interest in such materials seems to be linked to promotion of the "Former Soviet Union" paradigm by "Former Sovietologists;" consequently, when the dust of retraining and reemployment begins to settle, attention to Turkic studies quickly will fade.

In the meantime, the funds being made available by various government sources to produce needed materials certainly could result in the hasty compilation of ineffective works that purportedly answer the needs which then will be checked off the list. The fact is that very few of the specialists working on any Turkic language (except Turkish) have training or experience in instructional methodology, which affects the quality of their products.

On the positive side, at least two initiatives merit attention. First, the U.S. Peace Corps commissioned the writing of four manuals of Turkic language materials (Kazak, Kirgiz, Turkmen, Uzbek) that were competency-based and expressly intended as instructional materials for national-born teachers trained in ESL methodology. These manuals represent approaches to teaching and learning that need to be encouraged. Second, the Center for the Advancement of Language Learning has established a project at Indiana University for the development of Turkmen language materials that will follow the communicative approach and incorporate proficiency-based assessment. The instructional materials for introductory and intermediate Turkmen that will emerge from this project may contribute to the formulation of subsequent Turkic language projects.

Readers should keep in mind that the following summary assessment of needs is based in the LCTL survey's few responses for Uzbek and on the reviewer's own evaluations for the other six Turkic languages defined as critical.

- Introductory, Intermediate and Advanced Textbooks, based on communicative principles, are needed urgently for Kazak, Uygur, and Uzbek, all of which are or will be taught at three levels. Introductory and Intermediate Textbooks are needed for Azeri, Kirgiz, and Tatar, while Advanced Textbooks may be needed for Azeri, Kirgiz, Tatar, and Turkmen. Communicative textbooks appropriately will include business language and other cultural materials, alleviating the need for these, and will be provided with audiotapes. Interactive Computer Software ought to accompany each of these courses and also should respond to some of the immediate needs for videotaped materials.

- Dictionaries are needed urgently for Azeri, Kazak, Uygur and Uzbek, but also for Kirgiz, Tatar and Turkmen. These dictionaries should contain a minimum of 40,000 entries and all essential phrases for research in and translation of authentic texts. Smaller dictionaries, which are wholly inadequate for those tasks, will be generated naturally in communicative textbooks and readers.

- Reading Texts are needed urgently for Azeri, Kazak and Uygur, and less urgently for Tatar, Turkmen and Uzbek. These should be authentic and accompanied by Instructional Materials at the introductory and intermediate levels; such aids also are needed for existing collections of texts in Kazak, Kirgiz, and Uzbek.

- Grammars are needed for Azeri, Kazak, Uygur and possibly Uzbek. As reference works, these grammars ought to aid research and translation through rigorous yet accessible description and an abundance of illustrative material drawn from a range of writing styles. The need for student reference grammars may be met by the sum of grammatical explanations in textbooks.

Azeri The Azeri course under preparation at the Foreign Service Institute provides a solid foundation for communicative teaching and learning. The widely held perception that Azeri essentially is a variant of Turkish helped to detain the preparation of needed materials, but the recent institution of Azeri instruction at Indiana University and University of California at Los Angeles indicates a shift in this view.

An urgent need exists for the following materials on Azeri:

- Intermediate Textbook–communicative (possibly being prepared by FSI)
- Advanced Textbook–communicative (possibly being prepared by FSI)
- Computer Software–interactive
- Dictionary–research (minimum 40,000 entries)
- Reading Texts for Introductory and Intermediate Levels–authentic

Kazak Recent interest in Kazak has resulted in the production of several instructional aids, one of which meets a need for reading texts in the journalistic style of the standard language. Greater access to the Republic of Kazakistan and opportunities for cooperation with its language specialists will facilitate preparation of the following urgently-needed materials:

- Introductory Textbook–communicative
- Intermediate Textbook–communicative
- Advanced Textbook–communicative
- Computer Software–interactive
- Dictionary–research (minimum 40,000 entries)
- Reading Texts for Introductory and Intermediate Levels–authentic; Instructional Materials at Introductory and Intermediate Levels for the *Kazakh Newspaper Reader* by John Krueger (Teaching Aids for the Study of Inner Asia 9, Bloomington, Indiana University, Research Institute for Inner Asian Studies: 1980).

Uygur The corpus of English-language works dealing with this language is larger than for any other Turkic language except Turkish. However, most of them deal with what they call "east Turki," a collective name for many of the Turkic dialects of eastern Central Asia that are served today by a standard Uygur in Xinjiang and in Kazakistan. Materials devoted to this standard do not meet instructional or research needs. The greater current access to the region and its people and scholars removes most barriers to the preparation of the following urgently-needed materials on standard Uygur:

- Introductory textbook–communicative
- Intermediate Textbook–communicative
- Advanced Textbook–communicative
- Computer Software–interactive
- Dictionary–(minimum 40,000 entries)
- Reading Texts for Introductory and Intermediate Levels–authentic

Uzbek Although Uzbek has attracted the attentions of language specialists for several decades, to date effective instructional and research materials have not been published. Completion of a project to draw up "Proficiency Guidelines for Uzbek" and the holding of several workshops aimed at producing proficiency-based instructional materials should be viewed as positive developments; however, none of the participants in these activities is known to be preparing such materials. It is anticipated that even if the current flurry of activity results in the publication of one or more introductory or intermediate textbooks, the urgent needs for materials in Uzbek will remain:

- Introductory textbook–communicative
- Intermediate Textbook–communicative
- Advanced Textbook–communicative
- Computer Software–interactive
- Dictionary–(minimum 40,000 entries)

- Instructional Materials at Introductory and Intermediate Levels for the *Chrestomathy of Modern Literary Uzbek* by Ilse Laude-Cirtautus (Wiesbaden, Otto Harrassowitz: 1980) and the *Uzbek Newspaper Reader* by Nicholas Poppe, Jr. (Uralic and Altaic Series 18, Bloomington, Indiana University Publications: 1962).

Kirgiz Apart from an excellent collection of authentic reading texts and other instructional aids, many kinds of Kirgiz language materials are lacking. Open access to Kirgiz language resources should ease development of the following materials:

- Introductory textbook–communicative
- Intermediate Textbook–communicative
- Advanced Textbook–communicative
- Computer Software–interactive
- Dictionary–(minimum 40,000 entries)
- Instructional Materials at Introductory and Intermediate Levels for *A Kirgiz Reader* by Hu Zhen-hua and Guy Smart (Uralic and Altaic Series 154, Bloomington, Research Institute for Inner Asian Studies: 1989)

Tatar Apart from the *Tatar Manual* by Nicholas Poppe (Uralic and Altaic Series 25, Bloomington, Indiana University Publications: 1963), no English-language materials for Tatar have been written or are being prepared. In view of the virtual neglect of this important language (reportedly, introductory Tatar is offered at the University of Wisconsin-Madison), perhaps few would agree the following English-language materials are urgent needs:

- Introductory textbook–communicative
- Intermediate Textbook–communicative
- Advanced Textbook–communicative
- Computer Software–interactive
- Dictionary–(minimum 40,000 entries)
- Reading Texts for Introductory and Intermediate Levels–authentic

Turkmen A Turkmen Language Materials project recently established at Indiana University will develop communicative instructional materials equivalent to introductory and intermediate textbooks. Still, the following materials for Turkmen are needed:

- (Introductory and Intermediate Textbooks–see the previous remarks)
- Advanced Textbook–communicative
- (Computer Software–interactive; see the previous remarks)
- Dictionary–(minimum 40,000 entries)
- Reading Texts for Introductory and Intermediate Levels–authentic

World Area: Middle East and North Africa
Language: Arabic

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the l990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Middle East and North Africa World Area

NFLRC received 95 LCRs and 21 PDQs for the Middle East and North Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Arabic (42)
Hebrew (20)
Persian (15)
Syriac (2)
Turkish (16)

See Appendix D for a list of institutions by language participating in the survey.

Arabic: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-10 or Q7-10)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Forty-two LCRs from 15 institutions were completed for the Arabic language. In the Middle East and North Africa world area, Arabic is first in terms of number of LCRs received; Hebrew was represented with the second highest number (20) of LCRs, and Turkish was represented with the third highest number (16).

Arabic: Materials Currently in Use

Questions 7-10 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed 19 LCRs for beginning-level Arabic. Of the 19 LCRs, one described an introductory classical Arabic course, one described a beginning colloquial Syrian Arabic course, and another described a beginning colloquial Egyptian Arabic course.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Professors cited a total of thirteen textbooks in use at the time of the survey.

The most commonly used textbooks were:

- *Elementary Modern Standard Arabic, I and II* by Peter Abboud, Ernest N. McCarus, and contributors (Cambridge, Cambridge University Press: 1983). Six professors rated the textbook useful, and three rated it very useful. One professor did not rate it.
- *Supplementary Drills and Activities to Accompany EMSA.* This supplement to *Elementary Modern Standard Arabic, I and II* was cited twice and rated useful by both professors.
- *Let's Learn Arabic* by Roger Allen and Adel Allouche (Philadelphia, University of Pennsylvania Press: 1986). Rated very useful by one professor and useful by two others.
- *Let's Learn Arabic: Grammar Companion* by Roger Allen and Adel Allouche (Philadelphia, University of Pennsylvania Press: 1986). Rated very useful by the only professor using it.
- *Middlebury Proficiency Materials for Arabic (speaking and reading)* by Aman Attiyesh and Peter Abboud (unpublished). Rated very useful by one professor and useful by another.
- *Ahlan wa Sahlam, Parts 1-3* by Alosh Mahdi (Columbus, Ohio State University Press: 1990). Rated very useful by two professors and rated useful by one.
- *Modern Arabic* by Samar Attar (Troy, MI, International Book Center: 1988). Rated useful by professors.
- *Introduction to Modern Arabic* by Farhat J. Ziadeh and R. Bayly Winder (Princeton, Princeton University Press: 1957). Used with supplementary handouts in one case, this textbook was rated useful by both professors using it.

The reviewer, Dil Parkinson commented that the textbook *Al-Kitaab Al-Asaasi 2* is frequently used at the beginning level.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Seventeen of 19 LCRs cited the use of audiotapes in the beginning-level course. Many professors were using the tapes which accompanied textbooks. Eight LCRs mentioned the use of the tapes accompanying the book *Elementary Modern Standard Arabic, I and II* by Peter Abboud and Ernest N. McCarus. Besides the work cited above, professors were also using the tapes accompanying *Let's Learn Arabic*, *Modern Arabic*, *Ahlan wa Sahlam*, and *Arabic for English Speaking People* by George Mudarri.

Many professors were not using commercially-produced audiotapes. Instead, they reported using locally-prepared audiotapes, which included taped newscasts, readings of the Qur'an, interviews, and cassettes of Arab singers.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Arabic Sesame Street and the SCOLA network were popular tools in the classroom, with five of 12 LCRs citing the programs by name. Professors also cited *Access to Arabic Media*, taped news reports, and films such as *The Power of the Word* and *The Arabs, A Living History*. One professor reported using eight social interaction videos made by the University of Michigan. He was not sure if these tapes could be made available to colleagues.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. Three of the 19 LCRs reported using computer courseware for beginning-level courses. One professor was using *Electronic Al-Arabiya* (CD) by the Consortium for Language Learning and Teaching of the University of Chicago. Rated as useful by the professor using it, this Macintosh program is for drill work and practice.

Another professor reported using two other software programs. The first was *BYU Computer Assisted Instruction Programs for Arabic* developed by Dilworth B. Parkinson and R. Kirk Belnap. The software, for use on IBM, was designed for drill work and practice, and vocabulary practice. It is unpublished but is available through Dilworth Parkinson at Brigham Young University. The second program, for use on the Macintosh, was called *Arabic Hangman*. Designed by Roger Allen of the University of Pennsylvania, the software provides problem-solving practice. Both programs were rated very useful.

Lastly, the *Al-Kaatib* word processor was being used by one professor who rated it less useful. The program was for use on the Apple II and Macintosh, and was developed in Provo, Utah. It was devised to help students word-process, use system tools, and learn vocabulary in Arabic. The reviewer, Dil Parkinson, commented that this program was no longer supported or sold.

Intermediate Level

Professors completed ten LCRs for intermediate-level Arabic.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Six professors were using the book *Elementary Modern Standard Arabic, Part II* by Peter Abboud, and Ernest N. McCarus, and contributors (Cambridge, Cambridge University Press: 1983). Five professors using the book rated it useful, whereas one rated it less useful.

Another textbook in use at this level is *Let's Learn Arabic, Volume II*, by Roger Allen and Adel Allouche (Philadelphia, University of Pennsylvania Press: 1986). One professor rated it very useful; another rated it useful.

The following three texts by Mahdi Alosh were rated very useful:

- *Lughatuna Al Hayya* (reading) Publication #86 (Columbus, Ohio State University Foreign Language Publications: 1991).
- *Lughatuna Al Hayya* (writing) Publication #87 (1990).
- *Lughatuna Al Hayya* (advanced conversation and composition) Publication #88 (1991).

Audiotapes

Question 8 asked professors to list audiotapes currently used. Nine of the ten LCRs reported using audiotapes. Many of the professors were using the audiotapes which accompanied the textbooks in use, for example, *EMSA, Part II* and *Let's Learn Arabic, Volume II*. The *Access to Arabic* series by Jeffrey Norton Publishers in Guilford, CT was mentioned by one professor, as well as ANA broadcasts and locally-prepared news broadcasts and interviews.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Four professors reported using the SCOLA network for their intermediate-level courses. One professor was using *Access to Arabic*, and one listed *Arabic Sesame Street*. Some professors were using commercial films and/or taped television programs in Arabic.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. Only one professor reported the use of computer courseware. This was the *Al-Kaatib* program for use on the Apple II and Macintosh, for practice with word-processing, vocabulary, and tools. The reviewer, Dil Parkinson, commented that this program was no longer supported or sold. The need for computer courseware was the most highly needed item for intermediate-level Arabic according to professors.

Advanced Level

Professors completed 13 for LCRs advanced-level Arabic. Three of the courses were not Advanced Modern Standard Arabic, but were titled "Medieval Arabic Prose Literature", "Medieval Arabic Readings" (i.e., historical, geographical, Qur'anic), and "Arab Grammarians", a course which introduced students to medieval Arabic grammatical terminology and methods. Another professor was teaching a course called "Colloquial Levantine Dialect Arabic". These four courses are discussed in this section. One should consider, however, that the needs of professors teaching these three courses may be different from professors teaching advanced Modern Standard Arabic courses.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." No two advanced-level Arabic professors were using the same textbooks. Listed below are some of the textbooks which were rated very useful by professors.

- *Arabic of the Media*, Part II by Nariman Warraqi and Abbas Al-Tonsi (Cairo, published by the authors).
- *Mukhtarat Mina an Nathr al Carabi* by Wadad Kadi (Beirut, Univerity of Beirut Press: 1983).
- *A Grammar of the Arabic Language* by W. Wright (Cambridge, UK, University Press: 1986).
- *A Reader in Modern Literary Arabic* by Farhat J. Ziadeh (Seattle, University of Washington Press: 1981).
- *A Course in Levantine Arabic* by Ernest McCarus et al., (Ann Arbor, MI, University of Michigan Press: 1979).

One professor was working on a book titled *Proficiency-Based Advanced Arabic.*

Besides textbooks, professors also reported using selected passages of Arabic medieval belles-lettres, medieval historical, geographical and Qur'anic readings, and other personally-developed materials, tailored to the needs of the subject and students at hand.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Six LCRs reported using audiotapes. Professors reported using the tapes accompanying the following four textbooks: *Arabic of the Modern World, Part II, A Course in Levantine Arabic, Intermediate Modern Standard Arabic, Part I,* and *A Reader in Modern Literary Arabic.* One professor commented that the tapes for the latter two books listed above had bad sound quality.

Other than commercially-produced audiotapes, four LCRs reported using locally-prepared tapes, used sometimes in tandem with others. The professor who was developing the proficiency-based teaching package mentioned previously also stated that he was making audiotapes to accompany the textbook. The package, according to the professor, would be commercially available in 1993.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Professors reported using SCOLA, *Access to Arab Media*, *Sesame Street*, authentic videotapes and slides, Egyptian movies, and other films in Arabic.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor reported the use of computer courseware for advanced-level Arabic instruction.

Arabic: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

The need for beginning-level textbooks were by far the most highly rated item. Thirteen of 19 LCRs reported a high need for such textbooks; professors gave ten ratings of 5 and three of 4. Four other LCRs rated the item at no more than three, making beginning-level textbooks the most-addressed item. Eight professors reported that the desired orientation was communicative or proficiency-based. One stated that the focus of new textbooks should be proficiency, but without neglecting grammar: "a good balance between form and function" is needed. Another professor suggested that a beginning-level textbook include more oral drills, or as one professor described it, "more drills on root-to-stem vocabulary items and verb stem derivation." The textbook should "convey real and interesting information about culture" according to another professor.

The need for videotapes followed the need for beginning-level textbooks. In all, 15 professors cited the need for videotapes and six times the need was rated at 5. The desired orientations by professors were that videotapes "include more cultural information" and be geared toward beginning-level speakers. One professor suggested that videotapes of children's programming in Jordan would be appropriate. "Communicative" was the concise suggestion one professor gave as for videotapes.

The need for beginning-level audiotapes was rated as the third highest priority. Eight LCRs rated the need for audiotapes at 4 or higher. No comments were made as to the desired orientation of audiotapes.

The need for reading texts and computer courseware received identical high ratings—three ratings of 5 and two of 4. Reading texts which were more authentic, with "glossaries and questions in texts," and which gave "real and interesting information about culture" were desired by two professors. As for computer courseware, one professor stated that it should be interactive. Another professor mentioned the software, *Arab Card* (designed for the Macintosh) which provides drill and practice, vocabulary, games, problem solving, testing and evaluating. This program is available from Durham University in Great Britain.

The student reference grammar received five ratings of 4 or higher from professors. No comments were made as to the desired orientation of the item.

Dictionaries and business language materials were the lowest-ranked items on the list. They were nearly even in ratings, each receiving one 5, and business language materials receiving a 4 as well. In fact, the need for dictionaries and business language materials ranked low at all levels of instruction.

Summary of Beginning-Level Material Needs

Materials	**5-H**	**4**	**3**	**2**	**1-L**
Beginning textbooks	11	3	3	0	1
Student reference grammar	2	3	0	4	1
Reading texts	3	2	4	0	1
Dictionaries	1	0	4	1	5
Business language material	1	1	1	4	2
Audiotapes	3	5	2	2	1
Videotapes	6	0	7	2	0
Computer courseware	3	2	2	2	2
Other: dialect courses on video	0	1	0	0	0

Intermediate Level

The need for intermediate textbooks and computer courseware received nearly identical high ratings by professors. Both received five to six ratings of 4 or higher. One professor stated that the desired orientation for textbooks was proficiency-based. Another professor suggested that textbooks include "more authentic situations, less abstract texts, and more homework with activities." One professor, who is working on the revised edition of *Modern Standard Arabic: Intermediate Level*, said the revised version should be ready "sometime in 1993." He described the orientation as "based on an integrated teaching method (the combining of functional, content-based, and proficiency-based approaches)."

As for the orientation for computer courseware, one professor mentioned the software program *Arab Card*, described in the beginning-level section of this report. Another professor desired to see interactive courseware, while another suggested that language exercises, reading composition, and testing be included.

The need for reading texts was rated very high by five of ten professors, making this item the second-highest ranked after textbooks and computer courseware.

The need for videotapes and student reference grammars received identical high ratings from professors. One professor stated that a student reference grammar should include explanations and exercises. Another professor said that the student reference grammar available was "written in the 19th century for philologists," and that it is "totally incomprehensible to American college students." Videotapes, according to one professor, should be "10 minutes long," and "authentic."

Audiotapes received four ratings of 4 or higher from professors. No comments were made as to the desired orientation of audiotapes.

The need for dictionaries was highly rated by one professor, who gave the item a 5. All other ratings for this item were 3 or lower. The professor who rated dictionaries at a 5 stated that the currently available dictionary was "based on root classification and is difficult for inexperienced students to use." The same professor suggested that a dictionary based on "alphabetical order" be developed.

Only three professors addressed the need for business language materials, making this item the lowest-rated and least-addressed.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	3	3	1	0	0
Student reference grammar	2	2	0	2	1
Reading texts	1	4	1	0	0
Dictionaries	1	0	1	2	1
Business language material	0	0	1	1	1
Audiotapes	1	3	1	1	0
Videotapes	2	2	2	1	0
Computer courseware	4	1	1	1	0
Other					

Advanced Level

The highest needs of advanced-level Arabic instruction were for computer courseware, a student reference grammar, videotapes, and audiotapes. These items received four ratings of 5; computer courseware received an additional 4, and the student reference grammar two ratings of 4. Two professors commented on the desired orientation of computer courseware, saying it should be for "word-processing, drills and tests" and that it be "interactive."

"None exist!" was the comment regarding student reference grammars. Another professor stated that an uncomplicated "practical handbook" be developed.

Videotapes and audiotapes should consist of "modern subjects" and accompany textbooks, according to two professors. One professor stated that audiotapes should ideally be accompanied by lexical notes; another professor suggested they be "in good classical Arabic, with good sound quality."

The only other item to receive ratings of high (5) was the need for advanced textbooks. Two professors rated the item at a 5. Professors wanted a "variety of texts, grammar drills," "notes, and vocabulary." Another pointed out the need for a balance between form and function. Still another stated that the University of Michigan had recently developed a proficiency-based advanced Arabic textbook "based on authentic textual and audiovisual materials." The work "will prepare learners for a proficiency level of 2+ and beyond," according to the same professor.

Reading texts for the advanced level received three ratings of 4 from professors. No desired orientation was indicated by those who rated it.

Dictionaries received one rating of 4. It would appear that the development of such materials is not a high priority for those surveyed.

Only business language materials received lower ratings than dictionaries. Six ratings of 3 or lower were given.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	2	0	2	1	4
Student reference grammar	4	2	2	0	1
Reading texts	0	3	0	2	3
Dictionaries	0	1	0	2	3
Business language material	0	0	1	2	4
Audiotapes	4	0	0	2	4
Videotapes	4	0	0	1	4
Computer courseware	4	1	0	0	4
Other					

Arabic: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Arabic. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Eighteen professors identified and rated the overall need for the Arabic language. Perhaps because of the high number of professors surveyed who were teaching at this level, the need for beginning-level textbooks was rated highest. The item received nine ratings of 5. One professor stated that audiotapes should accompany textbooks.

The need for reading texts was the next most highly-rated item. Seven ratings of 5 were given by professors who made some specific requests, including the need for contemporary and medieval Arabic texts.

Intermediate-level textbooks and audiotapes and videotapes for all levels were the items rated third in terms of need. These items received six ratings of 4 and/or 5. While the Q13 findings support the Q12 findings at the beginning and advanced levels, this is not the case at the intermediate level, where professors found more of a need for computer courseware and intermediate textbooks, but not audiovisual materials.

Professors mentioned the need for a student reference grammar three times. Computer courseware and the need for advanced textbooks received two high ratings of 4 or higher. The lowest-rated item to be mentioned by a professor was the need for a learner's dictionary.

Dil Parkinson, the reviewer, expressed his opinion about materials development needs:

I agree that proficiency oriented beginning and intermediate textbooks, videotape and audiotape materials (with accompanying exercises) and good computer materials are sorely needed. However, before any of those things are going to do much good, an even greater need is to build some kind of rational consensus in the profession about what we should be teaching. For example, *Ahlan wa Sahlan* is a very well thought out proficiency based approach to first year Arabic. Many of us, however, could not use it because it insists on turning MSA into a spoken form for daily life communication and totally ignores the colloquial language of everyday life. However, if materials were developed to meet my needs (proficiency based materials that integrated colloquial for speaking, survival and daily life, and MSA for reading and formal listening), many professors would be disgusted because they are philosophically opposed to the teaching of colloquial for any reason whatsoever. The field is fractured, and development efforts tend to reflect the needs of single "armed camps" within the profession. I personally, feel that efforts to develop beginning materials that ignore the actual linguistic situation in the Arab World, that ignore the real language that Arabs use, and that instead are based on ideological commitments, fuzzy emotion, and various types of prejudice, are bound to be disappointing and will certainly not be worth the time or money devoted to them. Unfortunately, many of our current efforts fit this category."

Arabic: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Sixteen program/center directors reported offering Arabic language instruction at their institutions. Arabic was mentioned nine times as a most important language in terms of materials development needs. In the Middle East and North Africa world area, Arabic was cited most often by directors as a most important language; Persian was listed seven times, and Turkish was listed six times.

The directors cited various materials highly needed for Arabic language instruction. They were the development of an advanced textbook and supporting materials, a beginning textbook, and video-based speaking and reading materials for the intermediate and advanced levels. Two directors cited the need for proficiency-based materials for all levels, and one director pointed to the need for all types of materials for all levels.

Arabic: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Raji Rammuny at the University of Michigan reported that he was "in the process of preparing the Supplementary Materials which accompany EMSA for general use." He reported that these materials would be available for other institutions. He is also working on proficiency-based textbook for advanced Arabic. The textbook should be ready "sometime in 1993." In addition, he is collaborating with Peter Abboud, Aman Attiyeh, Ernest N. McCarus, on a revised edition of *Modern Standard Arabic: Intermediate Level.* He described the orientation of the revised version as "based on an integrated teaching method (the combining of functional, content-based, and proficiency-based approaches)."

J. Richard Andrews at Vanderbuilt University reported that he was developing a beginning-level grammar "using transliterated texts (to temporarily sidestep one of the most difficult problems for beginning students) and morphological analysis (since stem formation and word formation present more problems for beginners than syntax)." He said these materials would be available to other institutions.

At the intermediate level, Mohamed-Salah Omri at Washington University reported that he was developing "media language related material," and Gerald Lampe at SAIS at Johns Hopkins University reported that he is developing "an instructional manual for reading the press at the advanced-intermediate and advanced levels." Khalil Barhoum at Stanford University reported that he was developing "conversational (oral proficiency) materials for second and third year students." All three professors said that their materials would be available to other institutions. At the advanced level, Audras Hamon at Princeton reported that he was developing a practical aid for composition; however, it is in the rudimentary stages.

A few professors reported that Roger Allen and colleagues at the University of Pennsylvania and Mahdi al-Osh at Ohio State University were both developing beginning and intermediate textbooks. Mahmoud al-Batal at Emory University was also reported to be in the process of developing materials. No further details were given.

The reviewer, Dil Parkinson, mentioned materials that he knew were under development. Textbooks currently being developed include:

- A book being developed by Munther Youness at Cornell University/University of Wisconsin at Madison.
- A book and accompanying materials being developed by Kristen Bursted and Abbas Al-Tunsi at Middlebury College/College of William and Mary.

In the area of supplemental materials (reading texts, audiotapes, videotapes), Parkinson commented that these materials were being developed:

- Aman Attiyeh at University of Texas at Austin is developing materials (the type of materials was not specified).

- A set of computer programs designed to accompany Ahlan wa Sahlan.
- Dwight Reynolds at the University of California at Santa Barbara is developing videotape materials.

Computer materials currently under development include:

- PC programs by Victorine Abboud at the University of Texas at Austin.
- Computer materials by M. Jiyad at University of Massachusetts at Amherst.
- A variety of other programs besides *Hangman* are being developed by the University of Pennsylvania, including authentic reading materials and exercises.
- A whole set of vocabulary, text, grammar, script and listening programs for the Macintosh are being developed by Dil Parkinson.

World Area: Middle East and North Africa
Language: Hebrew

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the l990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Middle East and North Africa World Area

NFLRC received 95 LCRs and 21 PDQs for the Middle East and North Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Arabic (42)
Hebrew (20)
Persian (15)
Syriac (2)
Turkish (16)

See Appendix D for a list of institutions by language participating in the survey.

Hebrew: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-10 or Q7-10)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Twenty LCRs from seven institutions were completed for the Hebrew language. For the Middle East and North Africa world area, Hebrew was represented with the second highest number of LCRs; Arabic was represented with the highest number (42) of LCRs.

Hebrew: Materials Currently in Use

Questions 7-10 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed nine LCRs for beginning-level Hebrew.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Five professors were using the following textbook:

- *Lessons in Modern Hebrew, Level I* by Edna A. Coffin (Ann Arbor, University of Michigan Press: 1977, 1992). This textbook was rated very useful by two professors, and useful by three.

Other textbooks rated very useful were:

- *HA-YESOD: Fundamentals of Hebrew* by Luba Uveeler and Norman M. Bronznick (New York, Feldheim Publications: 1972).
- *Hebrew From Scratch* by Shlomit Chayat, Sara Israeli, and Hilla Kobliner (Jerusalem, Akademon: 1990).
- *Kach Lomdim Ivrit* by Kalman Allon (Published by the author).
- *Textbook of Israeli Hebrew* by Haiim B. Rosen (Chicago, University of Chicago Press: 1976).
- *What a Language* by Mazal Choen (Jerusalem, Akademon: 1991).

The following reference book was rated useful by two professors:

- *New Bantam - Megiddo Hebrew and English Dictionary* (New York, Bantam Books: 1975).

The reviewer, Alan S. Kaye, recommended the use of two grammars both written by Lewis Blinert. They are, *A grammar of Modern Hebrew* (Cambridge University Press: 1989) and *Chik-Chik A Gateway to Modern Hebrew Grammar* (University Press of London: 1991).

Audiotapes

Question 8 asked professors to list audiotapes currently used. Seven professors reported using audiotapes. The five professors using *Lessons in Modern Hebrew* by Edna Coffin were also using the accompanying audiotapes. One professor reported using the audiotape package *Shalom from Jerusalem*, available from the World Zionist Organization in New York City. Four professors reported using locally-prepared audiotapes for their beginning-level courses.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Five professors reported using videotapes for beginning-level courses. Films which were mentioned by name were: *Vis-à-vis*, *Halehaka*, *Habet U'shma*, and *Siman Tov*. Professors also reported using Israeli commercial films, taped television programs, and SCOLA broadcasts.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. Only one professor reported using computer courseware. This professor from the University of Wisconsin-Milwaukee was using self-designed software entitled *Hebrew Instruction 1.0*. As yet unpublished, the program provides drill practice, word processing, and tools/utilities, for use on several systems— according to the professor, it is "a combined package of programs."

Intermediate Level

Professors completed six LCRs for intermediate-level Hebrew.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Professors rated the following texts:

- *Lessons in Modern Hebrew, Level II* by Edna Coffin (Ann Arbor, University of Michigan Press: 1977). The textbook was rated very useful by three professors and less useful by one professor.
- *Ivrit Chaya - Hebrew Alive* by Nehama Baras and Shlomit Chayat (Jerusalem, Akademon: 1989). Rated very useful
- *What a Language* (translated title) by Mazal Choen (Jerusalem, Akademon : 1991). This textbook was rated very useful.
- *New Bantam - Megiddo Hebrew and English Dictionary* (New York, Bantam Books: 1975). Two professors rated it useful.
- Newspaper articles from *Lamatchil* (Easy Hebrew Newspaper) available from the World Zionist Organization, 110 E. 59th St. New York, NY 10022. Rated very useful.
- Selected stories by Aaron Meged from the Gesher series (Jerusalem, Board of Education: 1980's). Rated very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. All professors responding at the intermediate level were using audiotapes. The four professors using *Lessons in Modern Hebrew, Level II* reported using the accompanying audiotapes. One professor reported using a set of audiotapes, *Shalom from Jerusalem*, available from the World Zionist Organization in New York City. Four professors listed the use of locally-prepared audiotapes, either in tandem with a published textbook, or independent of a textbook; two professors stated that they were using audiotapes of Hebrew songs and/or stories.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. All six professors reported using some kind of videotapes for their courses. Professors mentioned using private collections of videotapes, Israeli films, and instructional videotapes. The film *Simon Tov* was cited. One professor stated that student presentations were videotaped for viewing for his course. Three professors named the SCOLA network as their source of videotapes.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor at the intermediate level reported using computer courseware.

Advanced Level

Professors completed five LCRs for advanced-level Hebrew.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Only two of five professors for the advanced level listed using textbooks. The light use of textbooks at this level may be accounted for by the nature of the advanced-level courses. Several professors stated that their courses were advanced conversation courses or introductions to literature. The four textbooks in use at the advanced level of instruction were:

- *Sifron la-student* by Shoshanah Blum (Jerusalem, Hebrew University: 1969-70). This textbook, available from the World Zionist Organization in New York was rated very useful.
- *Barron's 201 Hebrew Verbs* by Abraham S. Halkin (Hauppauge, Barron's: 1970). Rated very useful.
- *What a Language* by Mazal Choen (Jerusalem, Akademon: 1991). Rated very useful.
- *Books for the Student, Levels I-V* by R. Haran, T. Weill, A. Abadd, L. Pupeurko, et al. (Jerusalem, Akademon: 1983). Rated useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. One professor reported using the audiotapes accompanying *Books for the Student, Levels I-V.* Another professor reported using poetry readings called *Transformations* from the Watershed tapes by Dan Pagis. Finally, one professor was using locally-prepared audiotapes, but did not give the orientation or source of the audiotapes.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Two advanced-level Hebrew professors reported using SCOLA broadcasts as the primary source of videotapes. One professor cited the film *Halehaka*, and another professor stated he used films when appropriate.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor at the advanced level reported using computer courseware.

Hebrew: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

For beginning-level Hebrew, the responses to Q12 revealed that audiotapes were rated the most needed instructional items. Seven professors rated the need for audiotapes at 4 or 5. Professors wanted the audiotapes to "correspond to a text" and to treat "everyday conversation."

The need for computer courseware also received three ratings of 5. One professor desired multimedia courseware; another said that courseware should be interactive. The other ratings for computer courseware received were at 3 or below.

The need for videotapes was rated almost as highly as the need for computer courseware. Videotapes were rated twice at 5, at 4, and at 3. One professor identified a need for videotapes that treated cultural subjects.

Beginning textbooks and a student reference grammar received the next highest ratings—two 5's, with beginning textbooks also receiving one 4. Beginning textbooks need to be completely revised according to one professor; another professor wanted to see more drills and less vocalization. One professor commented that "a good student/reference grammar in English does not exist."

The need for reading texts was rated at 5 and two 4's by professors, who did not address the question of desired orientation for these materials.

The need for dictionaries received only one rating above 3, making this item the second-lowest rated item on the list, just above business language materials, which received unanimous ratings of 1 by five professors (the rest did not address the issue).

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	2	1	1	1	2
Student reference grammar	2	0	3	0	2
Reading texts	1	2	1	0	3
Dictionaries	0	1	1	1	4
Business language material	0	0	0	0	5
Audiotapes	3	4	0	0	0
Videotapes	2	2	2	0	0
Computer courseware	3	0	1	0	2
Other					

Intermediate Level

According to the professors, computer courseware was rated as the highest need. Three of six professors gave the item a rating of 5; one professor rated the item at 1.

Next, with identical high ratings, came the need for audiotapes and videotapes, which received two 5's and two 4's. Audiotapes should contain "conversations and easy stories/poems" according to one professor. The desired orientation for videotapes was that they include "current events from Israel" or "documentaries on general topics related to the language and the country."

The need for reading texts was the fourth priority according to the survey. Two of six professors who addressed the issue gave high ratings of 5. The other ratings were 3 or below. One professor expressed a desire for a better selection of simplified texts in Hebrew, short stories for example.

Dictionaries and a student reference grammar each received one 5 and one 4. One professor suggested the development of a computerized dictionary, "especially for the identification of roots and binyanim." No comments were made as to the desired orientation of a student reference grammar.

Business language materials received the lowest number of ratings. Three professors rated the need for these materials at 1.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	0	1	1	1	2
Student reference grammar	1	1	1	0	2
Reading texts	2	0	1	1	2
Dictionaries	1	1	0	0	2
Business language material	0	0	0	0	3
Audiotapes	2	2	2	0	0
Videotapes	2	2	1	1	0
Computer courseware	3	0	0	0	1
Other					

Advanced Level

Reading texts were rated in greatest need by advanced-level Hebrew professors. All five advanced-level professors addressed the item, with four of them giving the need for reading texts ratings of 4 or higher. "Poems or short narratives" were desired by one professor, accompanied by either a "translation, transliteration or interpretation, especially with explanation of allusions."

Three professors rated the need for advanced-level textbooks, videotapes, and audiotapes as second highest priority for this level. Two ratings of 5 and one of 4 were given. The desired orientation of the advanced-level textbook, according to one professor, was for the book to treat diverse topics for discussions, and include drills. Videotapes and audiotapes should relate to culture and literature, said one professor.

The need for a student reference grammar was high according to two advanced-level professors, who rated the need at 5 and 4. No mention was made as to the desired orientation of the item.

One professor only addressed the issue of the need for business language materials, giving the item a rating of 4.

Dictionaries were low on the list, receiving two ratings of 1 by professors who addressed the item, and the need for computer courseware at this level was not addressed at all.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	2	1	0	0	0
Student reference grammar	1	1	1	0	0
Reading texts	2	2	0	1	0
Dictionaries	0	0	0	0	2
Business language material	0	1	0	0	0
Audiotapes	2	1	0	0	0
Videotapes	2	1	0	0	0
Computer courseware	1	0	0	0	0
Other					

Hebrew: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Hebrew. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Nine professors identified and rated the overall needs for the Hebrew language. The need for audiotapes for all levels was addressed seven different times by professors from one or more of the three different levels of instruction.

Four professors rated the need for advanced-level textbooks as high, giving the item ratings of no less than 4. Even in terms of times mentioned was the need for videotapes and reading texts for all levels, but especially the intermediate level of study. These two categories received at least three high ratings of 4 or higher, with several 3's.

Computer courseware received three ratings of 5, one of 3. Specifically mentioned was the need for these materials for the beginning and intermediate levels.

Finally, the need for an advanced student reference grammar, a beginning- and an intermediate-level textbook all received a rating of 4 or higher. No comments were made as to the desired orientation of these materials.

Hebrew: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Fifteen program/center directors reported offering Hebrew language instruction at their institutions. Hebrew was mentioned by two directors as a most important language in terms of materials development needs. In the Middle East world area, Hebrew was mentioned second fewest times as a most important language. Hebrew falls behind Arabic, Persian and Turkish in terms of number of times it was mentioned. Arabic received the highest number (8) of ratings as a most important language. Persian, in second place, was mentioned seven times by program/center directors as a most important language and Turkish six times.

The directors in question listed the development of beginning and intermediate-level textbooks as the priority for material needs.

Hebrew: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general. The following instructional materials were reported to be in development for Hebrew:

- Ariela Finkelstein at the University of Chicago reported that she is developing "a reader-collection of different segments in Modern Israeli Hebrew-Israeli literature. This material is designed for intermediate level and would be made available to other institutions.
- Rivka Halperin at Princeton University reported developing "narration of selected stories in Hebrew for audio cassettes, drills, and grammatical exercises." These materials would be made available to other institutions.
- Four professors reported that Edna Coffin at the University of Michigan was developing multi-media, PC-based instruction materials.

World Area: Middle East and North Africa
Language: Persian

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Middle East and North Africa World Area

NFLRC received 95 LCRs and 21 PDQs for the Middle East and North Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Arabic (42)
Hebrew (20)
Persian (15)
Syriac (2)
Turkish (16)

See Appendix D for a list of institutions by language participating in the survey.

Persian: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-10 or Q7-10)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Fifteen LCRs from seven institutions were completed for the Persian language. In the Middle East and North Africa world area, Persian was represented with the second lowest number of LCRs; Arabic was represented with the highest number (42) and Hebrew was represented with the second highest number (20) of LCRs.

Persian: Materials Currently in Use

Questions 7-10 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed eight LCRs for beginning-level Persian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Professors cited eight different textbooks. The most commonly used textbook was:

- *Modern Persian: Elementary Level* (Revised Edition) by Gernot L. Windfuhr and Hassan Tehranisa (Ann Arbor, University of Michigan Press: 1981). One professor rated this book very useful; two professors rated it useful.

Other textbooks rated very useful by at least one professor were:

- *Elementary Proficiency in Persian* by Mehdi Marashi (Troy, Michigan, International Book Center: 1991). The textbook was rated very useful by one professor, and useful by another.
- *Elementary Colloquial Persian* by M. Hillmann (Austin, Persepolis Enterprises: 1989).
- *Fundamentals of Persian Reading and Writing* by Michael C. Hillmann (Austin, TX, Persepolis Enterprises: 1989).
- *Modern Persian: Spoken and Written* by Donald L. Stilo and Jerome W. Clinton. At the time of the survey, this textbook was scheduled to be published during 1992-93. Materials may be obtained from D. Stilo at the University of Washington.

The next two textbooks were rated useful:

- *An Introduction to Persian* (Revised 3rd Edition) by W.M. Thackston, Jr. (Bethesda, MD, Iranbooks, Inc.,: 1993).
- *Persian Grammar* by Ann K.S. Lambton (Cambridge, Cambridge University Press: 1976).

One textbook was rated as less useful:

- *Modern Persian, Elementary Level Glossary* by Gernot Windfuhr and Hassan Tehranisa (Ann Arbor, University of Michigan Press: 1981).

The reviewer, John Perry, reported using the textbook *Elementary Persian Grammar* by L.P. Elwell-Sutton (Cambridge, Cambridge University Press: 1969 and 1992) and rated it useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. All professors reported using audiotapes in their courses at the time of the survey. The most commonly used audiotapes were those that accompanied textbooks such as *Modern Persian: Elementary Level*, *Modern Persian: Spoken and Written*, and *Elementary Proficiency in Persian*. Some professors reported the use of locally-prepared audiotapes in tandem with textbook tapes or exclusively. Tapes used in conjunction with the textbook *Fundamentals of Persian Reading and Writing* are locally-prepared and are available through the University of Texas at Austin.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Five professors reported using videotapes for beginning-level courses. Professors cited the use of the SCOLA network, personal slides, taped television programs from Iranian television in California, and several films, *Landmark in the Desert* and *Islam, the Inner Life*, for example. No pedagogic videotapes were listed, and professors at all levels of instruction indicated there was a paucity of available videotapes.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. Two of the eight beginning-level professors reported using computer courseware. One program, called *Cambridge Negar Farsi*, published by the Eastern Language Systems in Provo, Utah, was used to show how to use the Persian keyboard for word-processing. Described as very useful and "excellent" by one professor using it, the program is available for the PC, the Apple II, and the Macintosh.

Intermediate Level

Professors completed six LCRs for intermediate-level Persian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Professors reported using the following textbooks:

- *Modern Persian: Intermediate Level, I and II* by Gernot L. Windfuhr and Shapour Bostanbakhsh (Ann Arbor, University of Michigan Press: 1980 and 1982). The textbook was rated useful by three of six professors using it.
- *Persian Grammar* by Ann K.S. Lambton (Cambridge, Cambridge University Press: 1976). This textbook was rated useful; it was also used at the beginning level.
- *Intermediate Proficiency in Persian* by Mehdi Marashi (Troy, International Book Center: 1992). This textbook was rated very useful.

Two professors reported that they did not use textbooks for their courses. One professor's comment on this subject was that "none [of the textbooks] available are appropriate," and the professor went so far as to call available materials "totally ineffective." The professor in question was creating his own materials, but said that they are currently "too underdeveloped to distribute."

Audiotapes

Question 8 asked professors to list audiotapes currently used. All professors responding at the intermediate level were using audiotapes. One professor reported using the tapes accompanying the textbook *Modern Persian: Intermediate Level I and II.* Otherwise, the use of locally-prepared tapes was the rule. The professor using *Intermediate Proficiency in Persian* was working on some as yet unpublished tapes—four hours worth—for use with the textbook.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Three professors cited the use of videotapes at the intermediate level. Personal video collections, the SCOLA network, and some commercial Iranian films were listed.

Computer Courseware

Question 10 and 11 asked professors to list technology currently used. One professor was using the computer software *Cambridge Negar Farsi*, published by Eastern Language Systems in Provo, Utah. This professor described it as an excellent tool for teaching students word-processing skills in Persian. The same professor used this software at the beginning and advanced levels.

Advanced Level

Professors completed one LCR for advanced-level Persian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The responding professor used excerpts from Persian newspapers, plays, and short stories by contemporary authors as the main teaching materials for the course.

Audiotapes

Question 8 asked professors to list audiotapes currently used. No audiotapes were being used by the professor responding for this level.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. The videotapes currently used by the professor at the advanced level were the same as cited for the intermediate and beginning levels, for example, *Landmark in the Desert, Islam, the Inner Life*, and *Tehran Today*.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. The professor at the advanced level was using the computer software *Cambridge Negar Farsi*, published by Eastern Language Systems in Provo, Utah. The professor described it as an excellent tool for teaching students word-processing skills in Persian. The same professor also used this software at the beginning and intermediate levels.

Persian: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

Computer courseware and videotapes received the greatest number of high ratings from professors. The two materials were each rated five times at 5; videotapes received one rating of 4 as well. Two professors commented that the desired orientation of computer courseware should serve the learning of pronunciation, vocabulary, and structures.

The reviewer, John Perry, suggested that the most useful type of software would be "drills (preferably interactive) for the writing system and basic grammar." He commented that he had recently reviewed a commercially available Persian writing-system tutorial/drill (*Farsi: The Persian Language Learning System* by Darya International Software) but rated it less useful. He reported that next year he intends "to collaborate with a programmer to produce an interactive tutor/drill computer program for the Persian writing system."

LCR responses seemed to indicate that there is a lack of appropriate videotapes for Persian language teaching in general. One professor stated that there was "a desperate need for videos about Iran," while another professor's comment was "I wish." Five of six professors concurred that there existed a high need for intermediate-level videotapes, rating the need as high (5). Professors expressed a need for videotapes "of Iran, past and present," as well as "documentaries on Iran," and videotapes dealing with the "cultural aspects of language—proxemics, gestures, facial expressions."

The reviewer commented that, in addition to covering writing systems, videotapes should include material that "reinforces the sociocultural aspects of language (simple conversation illustrating idioms, gestures, social interaction). He also made the following comments about the types and availability of non-pedagogic videotapes:

> "Background" videos on Iranian history and culture with English commentary are readily available (though sometimes expensive to buy or rent); they are of course helpful, but not strictly necessary for a language course as such.
>
> Feature films, documentaries and TV series in Persian, (some with, but most without, subtitles) are available commercially for rental in cities with a sizeable Iranian population; some larger distributors in California and New York may even sell and rent by mail. It would be helpful if the richer academic Persian-teaching institutions could acquire copies for distribution at lower cost (though there are copyright problems).
>
> SCOLA broadcasts of newsreels from Iran, where available, are only useful for advanced students. The kind of Persian featured ("talking heads" with minimal gestures, rapid enunciation of a formal, written text with long, involved sentences and journalistic clichés) is of little use—and may indeed be off-putting—to beginning and intermediate students.

The next highly rated item was dictionaries, which received four ratings of 5 on the scale. Seven of eight professors rated this item, making it the item which received the most attention. Two professors rated the need for dictionaries at 3, one rated the need at 1. The desired orientation of dictionaries was that they be "smaller, useful, and less expensive," according to one professor. Another professor pointed to the need for simpler reference materials for first-year students, and another professor stated that dictionaries for "English-speaking learners of Persian" would be helpful.

Audiotapes scored third highest in terms of needs. With five of eight professors addressing the item, four gave it ratings of 4 or higher. Audiotapes which are "more coordinated with the text," including examples of "conversation, short stories, poems, and folk music" were desired by several of the professors. The reviewer commented that he did not believe that there was a serious need for audiotapes, as all professors reported using audiotapes. He further commented that "most recently published textbooks include audiotapes keyed to the material, and even where these are inadequate (as in Windfuhr and Tehranisa 1981) or, in the case of earlier textbooks, non-existent, instructors or their teaching assistant should be able to produce them at their own language lab facilities. Likewise they should be able themselves to record tapes of, e.g., poetry for advanced use."

At the beginning level, reading texts and beginning-level textbooks shared the fourth-place position in terms of needs. These items both received three ratings of 4 or higher, one 3, and some ratings of 1. Professors made these suggestions regarding the desired orientation of beginning textbooks, that they include "more pictures and cultural information," and "modern literary language" and have "more consistency, grammar and drills."

Most beginning-level professors did not think there was a high need for a student reference grammar. This item received two ratings of 4 or higher; the other ratings were 3 or lower. One professor, however, stressed the need for a book dealing with irregular verbs in Persian.

Other needed instructional materials listed specifically by professors, and receiving the rating of 5 are as follows. Two beginning-level professors indicated the high need (5) for testing materials/proficiency tests. Listening comprehension materials for all levels were cited by another professor, as well as the need for a basic, frequency-based vocabulary list. One professor spoke of the need for special materials to teach "native speakers of Persian who were raised in the U.S.," as their needs are "totally different from regular students."

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	2	1	0	2
Student reference grammar	1	1	2	0	1
Reading texts	1	2	1	0	1
Dictionaries	4	0	2	0	1
Business language material	0	0	1	1	1
Audiotapes	3	1	1	0	0
Videotapes	5	1	0	0	0
Computer courseware	5	0	0	0	0
Other: 1) testing materials for listening, reading, speaking, and writing	1	0	0	0	0
2) listening comprehension materials for all levels	1	0	0	0	0
3) proficiency tests	1	0	0	0	0
4) basic vocabulary list	1	0	0	0	0

Intermediate Level

Videotapes and audiotapes were cited as the highest priority by intermediate-level professors. Each received five ratings of 5. Audiotapes should include "readings, drills, and folk music," according to one professor. The call for readings was echoed by two other intermediate-level professors, as well as the inclusion of more conversational exchanges. Videotapes treating "Iran, past and present," "brief excerpts from television programs and films," "informal, semi-scripted exchanges between people," and "documentaries on Iran" were the desired orientation. One professor stated that "anything and everything" would be of help, as there are "plenty of things to read" at the intermediate level, but that "other areas have been neglected."

The need for an intermediate-level textbook was second on the list of priorities. Of five professors addressing the issue, four gave it a rating of 5. Several professors wanted a textbook at this level to include "more communicative, authentic, and interesting materials relevant to students' needs" as well as "more drills."

Computer courseware and dictionaries received almost identical ratings from professors. Three professors rated the need for them at 5; one rated the need for computer courseware at 4. The desired orientation for dictionaries was that they be "small and less expensive" and "better edited, updated and more available" according to professors. The desired orientation for computer courseware was not specifically addressed.

Reading texts received two ratings of 5 and three ratings of 4. Reading texts should be "more current" with "related drills and composition exercises" according to one professor.

The need for a student reference grammar received one rating of 5 and three ratings of 4. The only comment made as to the desired orientation of this instructional material was that "books on verbs in particular" were needed.

Business language materials were the lowest rated item on the list. The need was rated at 3 or below by three professors. In the category of other materials needed, one professor mentioned the high (5) need for Persian proficiency tests.

Another professor cited the high (5) need for teaching materials geared toward the needs of native speakers of Persian raised in the United States. The professor pointed out that these students' needs are strikingly different from those of other Persian learners, and mentioned specifically such difficulties as the social "niceties" of the language, which are "quite complex."

The reviewer, John Perry, had additional comments on the desired orientation of videotapes, audiotapes, and computer courseware. These comments are reported in the Materials Needed section for beginning-level Persian. He also had the following comments on the need for textbooks.

> I would agree that there is a greater need at the intermediate and advanced levels than at the elementary. The current situation, where instructors are dissatisfied with all existing textbooks and eventually develop and market their own, has worked better at the elementary level. Of the available textbooks judged "useful" for elementary courses, I would have rated Thackston's "very useful" and Lambton's "less useful" (this falls between a coursebook and a reference grammar in design, and is more useful at the intermediate level). Intermediate instruction, when the basic grammar has been taught and the brighter students can often be left to their own devices, is more difficult to program than elementary. Many instructors, myself included, have usually preferred to use their own materials for intermediate and advanced courses rather than the available textbooks."

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	4	0	1	0	0
Student reference grammar	1	3	0	0	0
Reading texts	2	3	0	0	0
Dictionaries	3	0	2	1	0
Business language material	0	0	1	1	1
Audiotapes	5	0	0	0	0
Videotapes	5	0	0	0	0
Computer courseware	3	1	1	0	0
Other: proficiency test in Persian	1	0	0	0	0

Advanced Level

One professor responded for the advanced level. He rated all items on the list of needed instructional materials as high (5) by the one professor responding for this level. The only exception was business language materials. In addition, several professors at other levels of instruction rated the need for advanced-level textbooks as high (5). The professor responding at the advanced level also mentioned the high (5) need for Persian proficiency tests, and interactive videos.

The reviewer, John Perry, had additional comments on the desired orientation of intermediate- and advanced level textbooks. These comments are reported in the Materials Needed section for intermediate-level Persian.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	1	0	0	0	0
Student reference grammar	1	0	0	0	0
Reading texts	1	0	0	0	0
Dictionaries	1	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	1	0	0	0	0
Computer courseware	1	0	0	0	0
Other: 1) proficiency test in Persian	1	0	0	0	0
2) interactive videos	1	0	0	0	0

Persian: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Persian. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Ten professors identified and rated the overall needs for the Persian language. The highest rated item among all those nominated by individual professors was the need for beginning- and intermediate-level computer courseware. The next most highly rated item was the need for advanced-level textbooks. This item received five ratings of 4 or higher from professors.

The need for intermediate-level textbooks was third in the number of times it was cited by professors. This item received three ratings of 5 and two of 4.

The need for videotapes at all levels were rated fourth. Beginning- and intermediate-level videotapes received no fewer than three ratings of 5. Videotapes for the advanced level received two ratings of 5.

Intermediate reading texts were rated 5 by two professors. The need for advanced-level reading texts was also mentioned as a high (5) need by one professor; another listed "short literary works" as a high (5) need.

The need for beginning-level textbooks was not rated as highly as textbooks for the other two levels. Beginning-level textbooks received one rating of 5, and two of 4. One professor cited in particular the need for beginning-level drills.

Other materials receiving ratings of 4 and 5 include:

- Dictionaries for the intermediate level received one rating of 5 and one of 4.
- Beginning-level audiotapes received one rating of 5, and intermediate-level audiotapes received the rating of 4.
- Proficiency tests for all levels received one rating of 5.
- Textual materials geared toward U.S.-born native speakers of Persian for the intermediate- and advanced-levels of study received one rating of 5.
- The need for an advanced-level reference grammar received one rating of 4.

The reviewer, John Perry, commented that it is difficult to reliably report the materials development needs for Persian. "Persian is a really less commonly taught language: the few students who approach it have widely differing goals and motivations (for many it is a more or less obligatory subsidiary to Arabic; others have a Persian-speaking friend or spouse), and the even fewer instructors are even more varied in their approaches."

However, he did have the following comments about the need for dictionaries:

> As indicated by respondents, this is perhaps the biggest gap of all. Existing dictionaries are expensive, hard to find, out of date, and in the main designed for Persian learners of English. There are excellent Persian dictionaries for French and German which could serve as models. A few dedicated instructors should sit down for a year and produce a cheap, comprehensive, up-to-date Persian-English/English-Persian dictionary (not a committee, or it will never get done).
>
> One respondent expressed the need for a basic, frequency-based vocabulary list. I have in fact prepared one and distributed it to most colleagues who are members of the American Association of Teachers of Persian. But such a list is of limited value unless and until it is keyed to a coursebook.

Persian: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Twelve program/center directors reported offering Persian language instruction at their institutions.

Persian was mentioned seven times as a most important language in terms of materials development needs. In the Middle East world area, Persian is in second position as most important language. Persian falls behind Arabic in terms of number of times it was mentioned. Arabic received the highest number (8) of ratings as a most important language. Turkish, in third place, was mentioned five times by program/center directors as most important language. Hebrew, in fourth position, was mentioned by two program/center directors.

The directors cited various materials highly need for Persian language instruction. They were the development of beginning, intermediate and advanced textbooks, beginning-level computer courseware, audiotapes, and videotapes on Iran. Three program/center directors were more encompassing in their suggestions for materials development. One stated that "all types" of materials for all levels of instruction were needed; another pointed out the need for "all intermediate materials beyond texts." The comments of program/center directors were generally consistent with those made by professors.

Persian: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general. Some of the instructional material reported to be in development include:

- Mehdi Marashi at the University of Utah reported that he is developing a pedagogic videotape for the writing system, textbooks for elementary and intermediate Persian, and flashcards and audiotapes. These materials will be available for other institutions.

- M.R. Ghanoonparvar at the University of Texas reported that he is collaborating with colleagues at other institutions in developing proficiency-based textbooks for all levels. These materials will be available for other institutions.

John Perry also commented that the American Association of Teachers of Persian (AATP) has been formed "chiefly to coordinate the development of teaching aids. For more information contact Manouchehr Kasheff, Secretary and Treasurer, 423 West 120th St., Apt. 22, New York, New York, 10002, (212) 316-2620.

World Area: Middle East and North Africa
Language: Syriac

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Middle East and North Africa World Area

NFLRC received 95 LCRs and 21 PDQs for the Middle East and North Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Arabic (42)
Hebrew (20)
Persian (15)
Syriac (2)
Turkish (5)

See Appendix D for a list of institutions by language participating in the survey.

Syriac: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-10 or Q7-10)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Two LCRs from one institution were completed for Syriac by two professors. In the Middle East and North Africa world area, Arabic was represented with the highest number (42) of LCRs and Hebrew was represented with the second highest number (20).

Syriac: Materials Currently in Use

Questions 7-10 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning, Intermediate, and Advanced Level

Two LCRs were completed for Syriac. In this report, all three levels of instruction will be reported on together.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The responding professor rated the following two textbooks very useful:

- *Paradigms and Exercises in Syriac Grammar* by Theodore H. Robinson (Oxford, 4th ed.: 1962).
- *Syrische Grammatik* by Carl Brockelmann (Berlin, 4th ed.: 1973 (out of print)). Professor copies John H. Marks of Princeton University's Near Eastern Studies Department, copies and distributes the author's chrestomathy to students. There was no mention on whether these materials are available to other LCTL programs.

One reviewer, Alan S. Kaye, singled out the five-volume set *Das Neuwestaramaische* by Werner Arnold (Wiesbaden, Otto Harrassowitz: 1990-92) as "excellent".

Audiotapes, Videotapes, and Computer Courseware

Questions 8-11 asked professors to list audiotapes, other audiovisual materials, and computer courseware currently used. No professor for Syriac language used any of these materials in instruction.

Syriac: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

The professors rated an inexpensive dictionary and a beginning-level textbook as the highest needs (ratings of 4 and 5) for the Syriac language. Reading texts and a student reference grammar were rated at 2, and all other items received a rating of 1.

Summary of All-Material Needs

Materials	**5-H**	**4**	**3**	**2**	**1-L**
Beginning textbooks	1	0	0	0	1
Intermediate textbooks	0	0	0	0	1
Advanced textbooks	0	0	0	0	1
Student reference grammar	0	0	0	1	0
Reading texts	0	0	0	1	0
Dictionaries	1	1	0	0	0
Business language material	0	0	0	0	1
Audiotapes	0	0	0	0	1
Videotapes	0	0	0	0	1
Computer courseware	0	0	0	0	1
Other					

Syriac: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Syriac. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One of the two responding professors completed this section of the LCR. The needs expressed in this section matched those of the Materials Needed section. A basic beginning-level grammar book was rated at 5. A dictionary for advanced-level students received a rating of 5.

Syriac: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

One program/center director reported offering Syriac language instruction at his institution. Syriac was not mentioned as a most important language in terms of materials development needs. In the Middle East world area, Syriac is in last position as most important language. Arabic received the highest number of ratings (8) as a most important language. Persian, in second place, was mentioned seven times by program/center directors as a most important language.

Syriac: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

The Syriac language professor teaching this language were not in the process of developing instructional materials, and stated that he did not know of anyone who was doing so.

The reviewer, Susan Ashbrook Harvey, reported that George Kiraz, c/o Computer Lab, Pembroke St., Cambridge CB2 3QG, England, is currently developing Syriac computer programs.

She also included the following names and universities as institutions which teach Syriac:

- Brown University, Providence, RI: contact Susan Ashbrook Harvey.
- Catholic University of America, Washington, DC.: contact Prof. Sidney H. Griffith in the Department of Semitics. This program is the premier American program, and probably the most extensive in North America.
- Harvard University, Cambridge, MA: contact either Prof. Wheeler Thaxton or Prof. John Coakley in the Dept. of Near Eastern Languages.
- Notre Dame University, South Bend, IN: contact Prof. Joseph P. Amar, Dept. of Classical and Oriental Languages and Literatures.
- Princeton University, Princeton: contact Prof. Kathleen McVey at Princeton Seminary.
- University of Southern California, Los Angeles: contact Prof. Bruce Zuckerman in the

Dept. of Religion.

- Yale University, New Haven: contact Prof. Bentley Layton in the Dept. of Religion.

She also comments on the design of the questionnaire:

> The way that your questionnaire is designed is problematic when considering the matter of Syriac. The questionnaire presupposes a modern language, or an ancient language like Latin, Greek, or Hebrew, which are taught in sufficient numbers that one can design course materials according to the model of modern language teaching: three levels of instruction and lots of audio-visual support. However, in the case of the less commonly taught ancient languages, the needs are different. One rarely has the numbers to divide into Beginning, Intermediate, or Advanced. Furthermore, since the students are almost invariably graduate students with other language training behind them, one can divide courses into Introduction and then Readings (adjusted for level of experience). One simply works through the grammar and then jumps into the documents themselves.

World Area: Middle East and North Africa
Language: Turkish

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South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

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Arabic (42)
Hebrew (20)
Persian (15)
Syriac (2)
Turkish (16)

See Appendix D for a list of institutions by language participating in the survey.

Turkish: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-10 or Q7-10)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Sixteen LCRs from eight institutions were completed for the Turkish language. For the Middle East and North Africa world area, Turkish stands third in terms of number of LCRs received; Arabic was represented with the highest number (42) of LCRs, and Hebrew was represented with the second highest number (20).

Turkish: Materials Currently in Use

Questions 7-10 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed seven LCRs for beginning-level Turkish.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following textbooks were rated very useful:

- *Güzel Türkçe Öğreniyorum, I* by Nurettin Koç (Istanbul, Inkilap Yayinevi: 1987).
- *Foreign Service Institute - Turkish* by Selman Ağrali and Naomi Pekmezian (Ankara, Foreign Service Institute: 1966, 1968).
- *Step-by-Step Turkish I and II* by Belgin Çamli (Istanbul, Hilal Mathacilik: 1989) which is used in conjunction with *Turkish Grammar* by Robert Underhill (Cambridge, MIT Press: 1976).
- *Turkish: Teach Yourself Books* by Geoffrey L. Lewis (New York, David McKay Co., Inc.: 1980).
- *Turkish I: A Communicative Approach* by Susan Ozel. This textbook is as yet unpublished, but it and its accompanying audiotapes can be obtained from Language Laboratories and Archives, University of Chicago, 1126 E. 59th Street, Room 43, Chicago IL 60637.

One professor also rated the handouts he used in class as very useful, but did not elaborate on what kind of subjects they dealt with.

The following textbook was being used by three of seven professors. It received three ratings of useful:

- *Türkçe Öğreniyoruz*, I by Mehmet Heneirmen and Nurettin Koç (Ankara, Turkey, Nurol Matbaacilik: 1990).

The following textbooks were also rated useful:

- *Türkçe Dersleri,* by Yurdanor Salman (Panel Yayinevi: 1985).
- *Turkish for Foreigners, a linguistic approach* by Hikmet I. Sebüktekin (Istanbul, Robert College: 1969).
- *Turkish Grammar* by Robert Underhill (Cambridge, MIT Press: 1976).

The following textbooks were rated less useful:

- *Turkish Grammar* by Geoffrey L. Lewis (Oxford, The Clarendon Press: 1967).
- *Turkish in Three Months* by Bengisu Rona (Woodbridge, England, Hugo Language Books Ltd.: 1989).

The reviewer, James Kelly, commented on the less useful rating given to *Turkish Grammar*. "I would give it a higher mark than others gave it, bearing in mind that it is not a textbook but a reference grammar."

Audiotapes

Question 8 asked professors to list audiotapes currently used. All seven professors reported using audiotapes in their courses. Four professors, including one who was not using any textbooks for the course, listed the audiotapes which accompany the textbook *Türkçe Öğreniyorum, I*. Two other professors were using tapes which accompany three textbooks previously cited: *Turkish in Three Months, Foreign Service Institute - Turkish*, and *Turkish I: A Communicative Approach*. Two professors reported using locally-prepared audiotapes. Susan Ozel reported that the audiotapes which accompany her textbook may also be obtained from the University of Chicago.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Three of seven beginning-level professors reported using videotapes. Two professors cited the use of films in their courses. The film *Yol*, which is subtitled, was cited. One professor was using locally-prepared videotape lessons to supplement listening comprehension. SCOLA was cited by another professor. In general, LCR responses indicated a paucity of videotapes for the Turkish language.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One of seven professors reported using locally-prepared computer courseware. The courseware, *Turkish VocabBuilder* and *Sound Drill*, designed for use on the Macintosh was described as quite useful. Its focus was on vocabulary-building and sound drills. For more information, contact Princeton University, Department of Near Eastern Studies.

Intermediate Level

Professors completed seven LCRs for intermediate-level Turkish.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following textbooks were rated as very useful:

- *Öğreniyorum, II* by Guzel Turkayi and Nurettin Koç (Ankara, Inkilag Yayinevi: 1990).

- *Turkish Literary Reader* by Andreas Tietze (Bloomington, Indiana University Press: 1968).
- *Turkish Sampler - Writings for all Readers* by Muge Galin (Bloomington, Indiana University Press: 1988). This textbook was rated by three professors; two rated it very useful, and one rated it useful.

Two professors also rated the personal handouts they were using very useful. The handouts included items such as newspaper articles, advertisements, announcements, and death notices.

The following textbooks were rated useful:

- *Intermediate Turkish* by Susan Ozel (This textbook is unpublished, and not available for use in other LCTL programs.).
- *Türkçe Öğreniyoruz, II* by Mehmet Hengirmen and Nurettin Koç (Ankara, Nurol Matbaacilik: 1990). This textbook was also used by another professor who rated it less useful.
- *Turkish Grammar* by Robert Underhill (Cambridge, MIT Press: 1976, third printing 1980).

The following textbook was rated less useful by the professor using it:

- *Turkish Grammar* by Geoffrey L. Lewis (Oxford, Oxford University Press: 1988).

The reviewer, James Kelly, noted that there are three volumes to *Türkçe Öğreniyoruz*; however, the third volume was not cited by any professors.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Two professors reported using the audiotapes which accompany the textbook *Türkçe Öğreniyoruz, I and II.* Other professors cited the use of locally-prepared audiotapes. One professor at the University of Texas at Austin was using tapes prepared by Boğaziçi University in Turkey. These tapes can be made available to other LCTL programs.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. The occasional use of Turkish films, subtitled and untitled, SCOLA broadcasts, and videos of Turkish writers and poets reading their own work constituted the majority of audiovisual materials used at the intermediate level. One professor also cited the use of locally-prepared pedagogic videotapes for listening comprehension practice.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor at the intermediate level reported using computer courseware.

Advanced Level

Two professors responded for this level, one of whom taught two advanced-level courses. This professor taught reading courses titled Turkish Literary Works and Modern Turkish Readings.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor teaching one course reported using the textbook *Advanced Turkish Reader* by Andreas Tietze (Bloomington, Indiana University Press: 1973), and rated the textbook very useful.

Audiotapes, Videotapes, and Computer Courseware

Questions 8-11 asked professors to list audiotapes, other audiovisual materials, and computer courseware currently used. No professor at the advanced level reported using these materials.

Turkish: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, and advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

For beginning-level Turkish, the responses to Q12 revealed that the top priority for professors was the development of computer courseware. Five of seven responding professors rated the need for computer courseware at 5. Several professors listed these desired orientations: "supplementary and/or freestanding tutorials," "grammar for beginning level; exercises for all levels," and "vocabulary and structure-oriented" software programs. One professor commented that computer courseware for Turkish is currently nonexistent.

Videotapes and audiotapes were the next items which received the most attention from responding beginning-level professors. Five of the seven professors rated the need of both materials at 4 or 5. Professors wanted videos to contain "situations by native speakers in native surroundings," and "authentic materials." The call was for more authentic audiotapes as well, with professors asking for materials to include phonetic practice, and speaking drills. One professor expressed a desire for videotapes or films of both historical and contemporary Turkey.

Reading texts and beginning-level textbooks were rated with equal need, according to professors. The ratings given were identical. Both materials were rated three times at 5, twice at 4, and once at 3 and at 2. As for the desired orientation for reading texts, professors stated that "contemporary" subjects should be dealt with, and that texts should be "high-interest, low vocabulary," and "authentic." The beginning-level textbook, according to professors, should be "based on modern language teaching methods," "functional-notional, with exercises emphasizing form as well as function." Another professor desired textbooks with "audiovisual components." One professor expressed a desire for a teacher's guide for teaching Turkish as a foreign language. Reading texts and beginning-level textbooks were the most-addressed items from the list of ten.

The need for student reference grammars received ratings almost identical to those for reading texts and the beginning-level textbook. Six professors rated the item, giving three ratings of 5, one of 4, and two of 3. A student reference grammar that includes a "simply explained" comparison of English and Turkish grammar was desired by one professor.

Next on the list of priorities for beginning-level professors was the need for business language materials. This item received two ratings of 5, one of 4, and three ratings of 3 or below. No desired orientation was given by professors. One, however, stated that such materials are currently nonexistent.

The need for dictionaries came in last position for beginning-level professors. With six of seven professors addressing this item, only one rating given was higher than 3. In the category for other types of materials needed, one professor cited the high (5) need for an English-Turkish learner's dictionary.

One beginning-level professor of Turkish also mentioned the high (5) need for "conversation skills-building exercises."

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	3	2	1	1	0
Student reference grammar	3	1	2	0	0
Reading texts	3	2	1	1	0
Dictionaries	0	1	2	2	1
Business language material	2	1	1	1	0
Audiotapes	4	1	1	0	0
Videotapes	4	1	0	0	1
Computer courseware	5	0	1	0	0
Other: English-Turkish learner's dictionary	1	0	0	0	0
conversation skills-building exercises	1	0	0	0	0

Intermediate Level

Videotapes topped the list of materials needed for the intermediate level. Of the five professors who addressed the item, four gave ratings of 5, one of 1. "Situations of everyday life" and "authentic" dialogues were cited by professors as the desired orientation.

The need for reading texts was the next priority according to intermediate-level professors. This item received three ratings of 5 and one of 3. According to professors, reading texts should include "graded texts with exercises dealing with both grammar and vocabulary of everyday life," "contemporary materials like newspaper articles," and "longer excerpts from a variety of periods, i.e., history and fiction."

Audiotapes were rated twice at 5 and at 4, making them the third most needed item from the list of ten for the intermediate level. Two professors gave these suggestions as to the desired orientation, that they be "situations of everyday life," and for "graded listening comprehension."

"Less expensive" Turkish-English/English-Turkish dictionaries were by two professors at 5.

The next priorities were for computer courseware, business language materials, and an intermediate-level textbook. Each of these materials received at least two ratings of 4 or higher from responding professors. The comment was made that computer courseware and business language materials were "nonexistent." The desired orientation of an intermediate-level textbook according to one professor was that it be "communicative," and include "useful exercises with the learning of structure (e.g., content-oriented approach)."

The need for a student reference grammar figured last on the list of priorities. This item received two ratings of 4 and three ratings of 3 or lower from professors. No comments were made as to the desired orientation of the student reference grammar.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	1	1	1	1	2
Student reference grammar	0	2	2	0	1
Reading texts	3	0	1	0	0
Dictionaries	2	0	1	1	0
Business language material	1	1	0	0	2
Audiotapes	2	2	0	0	1
Videotapes	4	0	0	0	1
Computer courseware	1	2	1	0	1
Other					

Advanced Level

One of the two professors who completed LCRs for the advanced level addressed materials needed for this course. Three items from the list of ten were rated at 5: the need for an advanced-level textbook, business language materials, and videotapes. According to the professor in question, an advanced-level textbook should include "materials on dialects, customs, and special uses of words, class speech, etc." Business language materials should treat "business dealings," and videotapes should involve "situations."

Items rated at a 4 by the same professor were a student reference grammar, reading texts, computer courseware, and audiotapes. No desired orientation was mentioned by the professor.

The lowest rated item in terms of need was dictionaries. No comments were made regarding this item.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	1	0	0	0	0
Student reference grammar	0	1	0	0	0
Reading texts	0	1	0	0	0
Dictionaries	0	0	1	0	0
Business language material	1	0	0	0	0
Audiotapes	0	1	0	0	0
Videotapes	1	0	0	0	0
Computer courseware	0	1	0	0	0
Other					

Turkish: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Turkish. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Nine professors identified and rated the overall needs for the Turkish language. Audiovisual materials for all levels were seen as the instructional material in greatest need by professors. Six professors rated the need at 5.

The need for reading texts and a beginning-level textbook were the next most frequently cited materials. One professor indicated that the textbook should be "for proficiency" and use "authentic texts."

Rated twice at 5 were: student reference grammars, intermediate and advanced textbooks. No mention was made as to the desired orientation of these materials.

Turkish: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Fifteen program/center directors reported offering Turkish language instruction at their institutions. Turkish was mentioned six times as a most important language in terms of materials development needs. In the Middle East world area, Turkish is in third position as most important language. Turkish falls behind Persian and Arabic in terms of number of times it was mentioned. Arabic received the highest number of ratings as a most important language that is, eight. Persian, in second place, was mentioned seven times by program/center directors as a most important language.

Three directors pointed to the particular need for beginning-level instructional materials, while another director stated that materials were needed for all levels of Turkish instruction. One director specifically named videotapes for the beginning and intermediate levels as the priority for materials development.

Turkish: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Susan Ozel at the University of Chicago reported that the University of Pennsylvania is developing "printed and computer-based material for transition from Intermediate to Advanced Level." For more information contact The Middle East Center, The University of Pennsylvania, 838-39 Williams Hall, Philadelphia, PA, 19104. In addition, the University of Iowa was reported by another professor to be developing self-instructional text to accompany *Türkçe Öğreniyoruz*.

Erika Gilson at Princeton University reported that she was developing instructional aids; these material will be available to other institutions. She also reported that Ralph Jaechel at University of California at Los Angeles is developing a Learner's Dictionary. No further details were provided.

Güliz Kuruoglu at the University of Texas at Austin reported that he is developing first year "teach yourself materials" which will be made available through Ohio State University publications. Kuruoglu is also developing video materials.

One professor suggested checking the bulletin of American Association of Teachers of Turkish for news on instructional materials being developed. Another professor suggesting contacting Walter Feldman at the University of Pennsylvania for information on materials being developed.

World Area: Northern Europe and Catalonia
Language: Catalan

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the l990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Northern Europe and Catalonia World Area

NFLRC received 38 LCRs and 8 PDQs for the Northern Europe and Catalonia world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Catalan (4)
Danish (10)
Dutch (15)
Irish (4)
Swedish (5)

See Appendix D for a list of institutions by language participating in the survey.

Catalan: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-10 or Q7-10)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Four LCRs from four institutions were completed for the Catalan language. Catalan was represented with Irish with the fourth highest number of LCRs in the Northern European and Catalonia world area; Dutch was represented with the highest number of LCRs (15) and Danish with the second highest number (10).

Catalan: Materials Currently in Use

Questions 7-10 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed three LCRs for beginning-level Catalan. One of the responding institutions, though offering beginning-level Catalan, requires that students have had "at least two years of Spanish or another Romance language."

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Professors reported using the following textbooks:

- *Digui-Digui* by Marta Mas, Melcion, Rosanas, and Vergés (Barcelona, Publicacions de L'Abadia de Montserrat: 1984). One professor rated the textbook very useful; another rated it useful; the third did not rate it.
- *Catalan* by Alan Yates (London, Hodder & Stoughton: 1975) which is out of print. One professor rated the textbook very useful.
- *La Guerra dels Crisots io el Cas de l'Emilia* by Josep M. Solà-Solé (New York, Peter Lang: 1993). This bilingual novel was rated very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. One professor reported using the audiotapes which accompanies the textbook *Digui-Digui*. Another professor reported using locally-prepared recordings by native speakers (these tapes are not available for general use).

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Two professors reported using videotapes from the Catalonian Television Station (TV 3), in Barcelona. One of the professors additionally reported the use of the videotapes that accompany the textbook *Digui-Digui*.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No computer courseware was reported to be used in beginning-level Catalan.

Intermediate Level

No data about materials currently used were reported on Catalan LCRs. However, some professors did report on materials needed for advanced-level Catalan.

Advanced Level

One professor completed an LCR for advanced-level Catalan. This professor taught an "introductory language/culture course for advanced students who already mastered one of the related languages (Spanish, French, Italian, Portuguese)."

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The advanced-level Catalan professor listed two primary textbooks currently used in the course:

- *Teach Yourself Catalan* by Alan Yates (Teach Yourself Books, McKay: 1979) which is out of print. Rated the textbook very useful
- *Digui-Digui* by Marta Mas, Melcion, Rosanas, and Vergés (Barcelona, Publicacions de L'Abadia de Montserrat: 1984). One professor rated the textbook very useful; another rated it useful; the third did not rate it.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The responding professor mentioned that he is "seeking funding to purchase" the audiotapes that accompany the textbook *Digui-Digui*. This professor also cited the use of locally-prepared audiotapes which were prepared to be used with *Teach Yourself Catalan*. The professor, who teaches at Indiana University, stated that he would make this small library of assorted recordings available to other LCTL programs.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. The responding professor mentioned that he is "seeking funding to purchase" the videotapes that accompany the textbook *Digui-Digui*.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No computer courseware was listed for this course.

Other

The professor teaching the advanced-level Catalan course was also teaching an Introductory Language/Culture course for advanced students who have already mastered Spanish, French, Italian, or Portuguese.

Catalan: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

Two professors reported a high need (5) for the development of beginning-level textbooks, one professor noted that *Catalan* is out of print. One professor desired a textbook that included "more communicative activities" while another professor desired a basic textbook that was more geared to be a reference material than a drill book.

The need for development of beginning-level student reference grammars, reading texts, dictionaries and audiotapes were also rated high (5) by at least one professor. One professor indicated a desire for reading texts which include ample authentic texts. The same professor indicated that audiotapes needed to be developed which were communicatively oriented, including exercises which were "not just drills". Another professor rated the need for development of student reference grammar as a 4. Two professors rated the need for the development of beginning-level videotapes at 4.

The need for business language materials and computer courseware was rated at 3 by one professor.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	1	0	0
Student reference grammar	1	1	1	0	0
Reading texts	1	1	0	0	1
Dictionaries	2	1	0	0	0
Business language material	0	0	2	0	0
Audiotapes	1	1	0	0	0
Videotapes	0	2	0	0	0
Computer courseware	0	1	1	0	0
Other					

Intermediate Level

Three professors reported the need for development of intermediate-level textbooks. One professor rated the need at 5, two others rated it at 4. Additionally, the need for development of reading texts, dictionaries and audiovisual materials for intermediate-level Catalan instruction was rated as high (4 or 5) by three professors. No desired orientation was given for these materials.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	1	2	0	0	0
Student reference grammar	0	0	0	0	0
Reading texts	1	2	0	0	0
Dictionaries	1	2	0	0	0
Business language material	0	0	0	0	0
Audiotapes	1	2	0	0	0
Videotapes	0	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Advanced Level

Three professors, who were not necessarily teaching at the advanced level, rated a high need (4 and 5) for the development of advanced-level textbooks. The only professor at the advanced level also reported a need for the development of reading texts, dictionaries, and audiovisual materials for advanced-level instruction. One professor stated that the desired orientation for the student reference grammar "needs to be geared to non-Catalan students."

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	3	0	0	0	1
Student reference grammar	1	0	0	0	0
Reading texts	0	0	0	0	1
Dictionaries	0	0	0	1	0
Business language material	0	0	1	0	0
Audiotapes	0	0	1	0	0
Videotapes	0	1	0	0	0
Computer courseware	0	0	1	0	0
Other					

Catalan: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Catalan. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Three professors identified and rated the overall needs for the Catalan language. All three indicated that the need for development of beginning-level textbooks was the highest overall need for Catalan language teaching. Beginning- and intermediate-level textbooks and student reference grammars were also mentioned, as well as the overall need for development of dictionaries and audiovisual materials.

Catalan: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Four program/center directors reported offering Catalan language instruction at their institution. Catalan was mentioned twice by directors as a most important language in terms of materials development needs. In the Northern Europe and Catalonia world area, Catalan received the highest number of ratings as a most important language; Dutch and Irish received the second highest number (1) and both Danish and Swedish were not listed as most important languages.

Directors reported a need for videotapes and reading texts for the beginning and intermediate levels, as well as advanced-level textbooks and grammars.

Catalan: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Josep M. Solà-Solé of the Catholic University of America is in the process of developing a basic grammar book. Joaquim Camps of Georgetown University reported he was developing "a few reading texts and vocabulary lists." Both professors indicated that the materials would be available to others.

One professor reported that access to affordable materials is a greater problem facing Catalan language programs than finding good materials. According to this professor, most good materials are published in Barcelona. Importing materials is not only difficult, but also costly. The professor was concerned that few American students were interested enough in learning Catalan to be willing to pay the high cost of materials.

World Area: Northern Europe and Catalonia
Language: Danish

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the l990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Northern Europe and Catalonia World Area

NFLRC received 38 LCRs and 8 PDQs for the Northern Europe and Catalonia world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Catalan (4)
Danish (10)
Dutch (15)
Irish (4)
Swedish (5)

See Appendix D for a list of institutions by language participating in the survey.

Danish: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Ten LCRs from five institutions were completed for the Danish language. Dutch was represented with the second highest number of LCRs in the Northern European and Catalonia world area; Dutch was represented with the highest number of LCRs (15) and Swedish with the third highest number (5).

Danish: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed five LCRs for beginning-level Danish.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Three professors reported using the textbooks and accompanying workbooks titled *Dansk for Hele Verden I and II*, by Lars Holm and Per Pinholt (Copenhagen, Gyldendal: 1990). This material was rated very useful by all three professors.

Three other textbooks were rated very useful by professors using them. They were:

- *Aktivt Dansk* (1988) and its accompanying workbook *Aktivt Dansk: Grammar and Word List for Beginners* (1991) by Lise Bostrup and Kim Andersen (Copenhagen, Akademisk Forlag).
- *Dansk I* by Vivian Greene-Gantzberg and P. M. Mitchell, (Urbana, IL, Stonehill Press: 1976, 1991). One professor did rate this less useful.
- *Det er dansk!* by Susanne Bang, Anne Kledal, and Eva Rosenvold (in an "desk-published ring binder model" by Denmark's International Study (DIS) Program: 1990).

The reviewer, Karen Møller-Irving, commented on some of the textbooks cited by the LCRs, including *Dansk I* in this section. She subscribes to a communicative approach partly based on "my own studies that show that is what students want and need the language for." In addition she thinks that "language teaching at the university should be of use to the students—giving them a workable knowledge of the language and culture...The style, culture and language in these books is very outdated—still using the difference in the second person singular *De* (formal) and *du* (informal) just as an example—and I conclude from seeing the books that the method they subscribe to is close to a grammar/translation-based one."

Audiotapes

Question 8 asked professors to list audiotapes currently used. Tapes which accompany *Dansk for Hele Verden I* were reported to be in use by the three professors using that text. One professor using *Aktivt Dansk* also reported using its accompanying audiotape. The professor who reported using *Dansk I* was using readings from this textbook for audiotapes.

One professor also reported using phonetic tapes titled *Min Udtale, 1-2* by Grethe Kastrup Keller and Helge Søgaard (Copenhagen, Gyldendal: 1990).

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Three professors reported using videotape materials of Danish films which are rented locally. A fourth professor reported borrowing free materials obtained through Audience Planners (5107 Douglas Fir Road, Calabasas, CA 91302, 818-884-3100). This professor also reported using a video program entitled *Hildur*, originally developed for Icelanders learning Danish as a second language. There are reportedly workbook and audiotapes to accompany the program. One professor reported using personal slides of Copenhagen.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No computer courseware was reported to be currently in use. However, one professor reported developing Macintosh computer courseware for beginning-level Danish. The program, called *MacDansk*, will provide comprehensive practice, including interactive drills, vocabulary builders, games, etc. It is targeted for completion in 1994-1995.

Intermediate Level

Professors completed two LCRs for intermediate-level Danish.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Professors reported using the following textbooks for intermediate-level Danish, all of which were rated very useful:

- *Dansk II* by Vivian Greene-Gantzberg and P.M. Mitchell (Urbana, IL, Stonehill Press: 1976, 1991).
- *The Way to Danish* by Erling Norlev and H.A. Kofoed (Copenhagen, Munksgaard: 1979).
- *An Anthology of Danish Literature, I-II* edited by F.J. Billeskov-Jansen and P.M. Mitchell (Carbondale, Illinois University Press: 1972).

However, Karen Møller-Irving, the reviewer, commented that these three books may not be very useful for a teacher using a communicative approach. See the Textbooks section of Danish: Materials Currently in Use for beginning-level Danish which has the full text of her comments.

The following textbooks were rated useful by the professors using them:

- *Snak Sammen I* by Lone Nielsen (Copenhagen, Akademisk Forlag: 1988).
- *Myrens Fortællinger, 1-3*, a collection of 24 short stories (Middelfart, Denmark, Forlaget Myren: 1987).
- *Over There* by Anne-Grethe [illegible] Routley (Copenhagen, Akademisk Forlag: 1991).

Møller-Irving described these three books as "workable" but added that "this is an area that especially needs to be developed."

Audiotapes

Question 8 asked professors to list audiotapes currently used. One professor reported using the audiotapes and teacher's manual for *Snak Sammen I*, and the audiotapes for *Myrens Fortællinger*.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Both responding professors were using rental films such as *Babette's Feast* and *Pelle the Conqueror* in their courses. One professor commented that the video program titled *Hildur*, originally developed for Icelanders learning Danish as a second language, could be used at this level, as well as at the advanced level.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. Neither professor at the intermediate level of Danish instruction reported using computer courseware.

Advanced Level

Professors completed three LCRs for advanced-level Danish. In addition to a course titled Advanced Danish, the LCRs also reported on a course titled "Readings in Danish Literary Texts" and one called "Danish Reading, Comprehension, and Conversation."

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Professors reported using the following textbooks for advanced-level Danish:

These three textbooks were rated useful by the professors using them.

- *60 Berømte danskere* by Ebbe Kløvedal Reich (Middelfart, Denmark, Forlaget Myren: 1991), and the accompanying workbook.
- *Myrens Fortællinger, 2-3*, a collection of 24 short stories (Middelfart, Denmark, Forlaget Myren: 1989).
- *Lyt til dansk 1-2* by Erik Hvid (Copenhagen, self-published: 1991).

Another professor reported using the following books:

- *Danish: A Grammar* by W. Glyn Jones and Kirsten Gade (Copenhagen, Gyldendal: 1981). This grammar book, intended for language use, is accompanied by an audiolingual tape and workbook.
- *Fakta Danmark 1993*, an annually published reference book, by Helle Askegaard et al., (Herning, Systime Publishers: 1993). This book was rated very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Two audiotapes accompany *Myrens Fortællinger, 2-3.* Interactive tapes and workbooks accompany *Lyt til dansk 1-2.* The professor using *Danish: A Grammar* also uses the accompanying audiotape, which can be purchased in bookstores in Denmark or by contacting the publisher at Gyldendal AV, Broenge 2, DK-2635 Ishø, Denmark.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Besides personal slide collections, one professor reported the occasional use of films obtained from Statens Filmcentral in Copenhagen (Box 2153, Vestergade 27, DK-1456 Copenhagen K), or from Audience Planners (5107 Douglas Fir Road, Calabasas, CA 01302, 818-884-3100).

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor at this level reported using computer courseware.

Danish: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, and advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

All four professors reported a high need (4 or 5) for development of videotape and audiotape materials. Professors indicated a desire for cultural materials and audiotape materials which would include interactive exercises. Examples to show various Danish dialects and readings by Danish authors, poets, and dramatists on tape were suggested as well.

The need for reading texts was also rated at 4 and 5; reading texts with accompanying workbooks were desired. Three of four professors rated the need for basic textbooks to be high. One professor requested that a beginning-level textbook be "more authentic and up-to-date." Another professor commented, "it would be great if a book would be produced that addressed the audience of American college students."

Three professors reported a high need for development of student reference grammars.

Interactive computer courseware, rated twice at 5, should "bring culture into the classroom" according to one professor.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	3	0	0	0
Student reference grammar	0	0	1	0	0
Reading texts	3	1	0	0	0
Dictionaries	0	0	1	0	0
Business language material	0	0	0	0	1
Audiotapes	3	1	0	0	0
Videotapes	4	1	0	0	0
Computer courseware	2	0	0	0	1
Other					

Intermediate Level

The two responding intermediate-level Danish professors both indicated that reading texts were needed. One of the professors stated that reading texts of 19th and 20th century Danish literature "in small editions" would be helpful in his/her intermediate course. The other professor commented that a textbook "written for this level and for American college students" was needed.

Interactive computer courseware and videos were suggested by one professor. Both professors rated the need for videotapes at 5.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	1	0	0	0	0
Student reference grammar	0	0	0	0	0
Reading texts	2	0	0	0	0
Dictionaries	0	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	2	0	0	0	0
Computer courseware	1	0	0	0	0
Other					

Advanced Level

At this level, the three highest-rated items were: advanced-level textbooks, reading texts, and computer courseware. Professors did not voice specific opinions as to the desired orientation of these materials, except to say that reading texts should be "readable, but not too difficult."

A grammar handbook "with a practical reference aid" was the recommendation of one professor. Audiotapes should include exercises "for advanced students whose pronunciation needs to be perfected through intensive practice." The reviewer, Karen Møller-Irving, noted that "it is often too late [to work on pronunciation at the advanced level]—by now the students are fossilized." She does, however, recommend the using phonetic tapes *Min Udtale, 1-2*, cited in the Textbooks section for beginning-level Danish.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	2	0	1	0	0
Student reference grammar	1	0	1	0	0
Reading texts	2	0	0	0	0
Dictionaries	0	0	2	0	0
Business language material	0	0	0	0	1
Audiotapes	1	1	0	0	0
Videotapes	1	1	0	0	0
Computer courseware	2	0	0	0	1
Other					

Danish: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Danish. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

The items mentioned by professors fell into four categories (textbooks, audiotapes, videotapes, and computer courseware) for various levels:

- Beginning-level textbooks were cited three times.
- Audiotapes were listed as a need at the beginning, intermediate, and advanced level.
- Intermediate-level textbooks with workbooks were listed twice.

- Interactive videos were listed twice as a need at the beginning level.
- Interactive computer courseware was listed as a need for the beginning level twice; for the intermediate level once.
- The need for an advanced-level textbook with an accompanying workbook, or workbooks to accompany existing textbooks, was listed once.

The reviewer, Karen Møller-Irving, commented that she considered the beginning-level textbooks to be the lowest priority of this group.

Danish: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Two program/center directors reported offering Danish language instruction at their institutions. Danish was not mentioned by directors as a most important language in terms of materials development needs. In the Northern Europe and Catalonia world area, Catalan received the most ratings as a most important language, it was cited two times, and both Dutch and Irish each received one rating. Swedish was the only other language not mentioned as a most important language.

The reviewer, Karen Møller-Irving, noted that she thought that one of the Scandinavian languages should be included in the most important language category--especially in this time of integration of Scandinavia in the open market of Europe."

Danish: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

One professor stated that she was in the process of developing a computer courseware called *MacDansk* and a workbook for the *Hildur* series. The *MacDansk* program will provide comprehensive practice, including interactive drills, vocabulary builders, games, etc. It is targeted for completion in 1994-1995. The program is designed for beginning-level Danish.

The reviewer, Karen Møller-Irving, reported that a publishing company in Copenhagen, Kaleidoscope, has published *33 Opgaver til par-arbejde* (1984) and *Danske rollesimulationer* (1990). These are binders with reproducible sheets of communicative oral exercises. "They can be used with any textbook system and at any level. They are great 'vitamins' in any teaching system."

She also reported that *Danish for European Students*, a distance education program of Danish language and culture, is projected done by 1994. It will include videos, books, CD-ROM, and E-mail materials. For more information on the program, contact John E. Anderson, Project Coordinator, Department of Nordic Philology, University of Copenhagen.

World Area: Northern Europe and Catalonia
Language: Dutch

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Northern Europe and Catalonia World Area

NFLRC received 38 LCRs and 8 PDQs for the Northern Europe and Catalonia world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Catalan (4)
Danish (10)
Dutch (15)
Irish (4)
Swedish (5)

See Appendix D for a list of institutions by language participating in the survey.

Dutch: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-10 or Q7-10)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Fifteen LCRs from five institutions were completed for the Dutch language. Dutch was represented with the highest number of LCRs in the Northern European and Catalonia world area; Danish was represented with the second highest number of LCRs (10) and Swedish with the third highest number (5).

Dutch: Materials Currently in Use

Questions 7-10 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed five LCRs for beginning-level Dutch.

Textbooks

Question 7 asked professors to list and rate textbooks currently used. Professors reported using a total of ten textbooks at the beginning level. The textbooks cited by more than one professor were:

- *Introduction to Dutch* by William Z. Shetter (The Hague, Martinus Nijhoff: 1988). This book was rated very useful by one professor and useful by another.
- *Levend Nederlands* by J.L.M. Trim et al., (Cambridge, Cambridge University Press: 1986). This book was rated useful.
- *An English Self-Study Supplement* (used with *Levend Nederlands*) by Jan Hulstijn and Michael Hannay (Amsterdam, V.U. Uitgeverij: 1987). This book was rated by one professor as useful; the other professor using it did not rate the textbook.

Other textbooks used by at least one beginning-level professor rated as very useful were:

- *Toetsen en Teksten, Nederlands voor anderstaligen. Deel 1: Elementaire kennis* by Ludo Beheydt and P. de Kleijn. (Leuven, Wolters and Gronigen: Wolters-Noordhoff: 1986).
- *Toetsen en Teksten, Nederlands voor anderstaligen. Deel 2: Basiskennis en Uitgebreide kennis* by Ludo Beheydt and P. de Kleijn. (Leuven, Wolters and Gronigen: Wolters-Noordhoff: 1986).
- *Een Zinnig Woord. International versie* by Ludo Beheydt (Lier and Brussels, Uitgeverij Van In: 1989).
- *Nederland Leren Kennen* by Kees Snoek (Leiden/Antwerpen, The Netherlands, Martinus Nijhoff: 1989).
- *Reading Dutch* by W.Z. Shetter (Leiden, Martinus Nijhoff: 1985).
- *Dutch Reference Grammar* by Bruce Donaldson (Hague, Martinus Nijhoff: 1981).

One professor rated the following book as useful for beginning-level Dutch:

- *Code Nederlands, Deels 1-2* by Franz Kuiken and Alice van Kalsbeck (Amsterdam, Meulenhoff Educatief: 1990).

The reviewer, Dr. Jeanne van Oosten, had additional comments on the books. The two *Toetsen en Teksten* books are "connected with the program certifying knowledge of Dutch (like TOEFL for English) called "Het Certificaat Nederlands als Vreemde Taal" which is located at the Unité d'Études Neerlandaises, Place Pascal 1, B-1348 Louvain-la-Neuve, Belgium. The books contain examinations and texts used in years immediately preceding publication in examinations given for the Certificaat (at three levels, Elementary, Basic, and Extended as they call them). " The *Een zinnig woord* book is a vocabulary-building book which consists of two parts: the first part contains pairs of sentences in which one word (the same word in each of the two sentences) must be filled in. This section is followed by a testing section."

She also comments that *Nederland leren kennen* and *Reading Dutch* "are actually more intermediate textbooks, especially *Nederland leren kennen* which is a book about Dutch culture and society. *Reading Dutch* is a book with short stories and some poems and can probably be used starting towards the end of the elementary period."

Code Nederlands has two parts (Deel 1 and Deel 2). Each part consists of a student text, a consumable student workbook, and a teacher's guide. In addition, the first part has a series of three audiotapes (two reproducing some of the dialogues and one giving pronunciation exercises). The second part has one tape, reproducing some of the dialogues. Van Oosten reports that "they were also planning to come out with some CAI courseware as well. The focus of these textbooks is functional-notional and although grammar is not neglected, it needs extra exercises in that area and also more assignments exercising student's productive oral and written skills; as it is the texts are too receptively-oriented." However, she plans to starting using *Code Nederlands* in the next academic year, supplementing it with additional materials.

Also cited by Dr. van Oosten as another book in the Dutch language for teaching culture and society is *Waar Nederlands de voertall is: Nederland- en Vlaanderenkunde* by Paul Van Hauwermeiren and Femke Simonis (Lier and Brussels, Uitgeverij Van In: 1990).

Audiotapes

Question 8 asked professors to list audiotapes currently used. Professors were using audiotapes which accompanied textbooks, commercially available audiotapes, and locally-prepared audiotapes. Professors reported using the tapes which accompanied the textbooks *Introduction to Dutch, Levend Nederlands, Code Nederlands.* The tapes accompanying *Levend Nederlands* are no longer available, according to one professor.

Professors also reported using tapes accompanying the textbooks *Speak Dutch* and *De Delfste Methode* as well as the children's novel *Pluk van de Petteflet* all by Annie M.G. Schmidt. The audiotape *De Delftse Methode* accompanies the textbook *De Delftse methode: Nederlands voor buitenlanders* by F. Montens and A.G. Sciaron, (Amsterdam, Boom Meppel: 1984). The textbook and teacher's guide are apparently not used in the United States, according to the reviewer, Dr. Jeanne van Oosten.

In addition, professors reported using audiotapes of Dutch songs, humor, short wave radio, radio shows, audiotapes on Dutch Caribbean literature, and audio and videotapes of recorded presentations delivered in Dutch by writers and scholars.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Two professors listed videotapes they used in their courses. These professors obtained full-length films from the Dutch Embassy or the Dutch consulate. In addition, professors reported using Dutch films brought in the university cinema program, and locally-prepared tapes of visitors who are native speakers of Frisian, Afrikaans, and Flemish. No instructional videotapes were listed.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. Two professors were using software in their beginning-level courses. One program, called *Rosetta* and written by J. Beebe, had not been published at the time of the survey. *Rosetta* was designed for use on the IBM PC and CD-ROM and is for drill and practice. The program was rated as useful by the professor using it.

Another professor was using an IBM-compatible program called *Context* by Ludo Beheydt. It was designed to help students with vocabulary in "cloze format in context." The professor who was using this program called it very useful, and included this comment: "Students use it on a regular basis on their own; it is self-correcting (timed for speed to obtain higher points—mistakes are tallied for the instructor's reference)."

Intermediate Level

Professors completed four LCRs for intermediate-level Dutch.

Textbooks

Question 7 asked professors to list and rate textbooks currently used. Of the six textbooks rated, none of the intermediate-level professors were using the same textbook:

- *Regelrecht: Een serie praktische grammatica-oefeningen voor buitenlanders*, Number 2, 7th ed. by Folkert Kuiken and Ineke Vedder (Amsterdam, V.U. Uitgeverij: 1991). Rated very useful.
- *Nederlandse grammatica voor anderstaligen* by A.M. Fontein and A. Pescher-ter Meer (Utrecht, Nederlands Centrum Buitenlanders: 1985). The professor rated it useful and commented that it was supplemented by Donaldson's *Dutch Reference Grammar* (cited in beginning-level textbooks).
- *Help! Zal ik u even helpen? Een cursus Nederlands voor buitenlanders, deel 3,* by A.M. Fontein, A. Pescher-ter Meer, and L. Zijlmans (Utrecht: Nederlands Centrum Buitenlanders: 1983).
- *Nederlands: Taalcursus voor buitenlanders, deel 2* by Jelle Stegeman (Amsterdam, Huis aan de Drie Grachten: 1983). Rated useful but "needs lots of supplementation" according to the professor using it.
- *Introduction to Dutch* by W.Z. Shetter (Hague, Martinus Nijhoff: 1988). Rated useful; this

textbook is also used at the beginning level.

- *Reading Dutch* by W.Z. Shetter (Leiden, Netherlands, Martinus Nijhoff: 1985). Rated very useful; this textbook is also used at the beginning level.
- *Code Nederlands, Volumes 1-2* by Franz Kuiken and Alice van Kalsbeck (Amsterdam, Meulenhoff Educatief: 1990). Rated useful; this textbook is also used at the beginning level.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Three of the four responding professors reported using audiotapes at the intermediate level. Only one of the four professors was using tapes which accompanied textbooks. This professor used the audiotapes accompanying *Taalcursus voor Buitenlanders (deel 2)* and *De Delftse methode: Nederlands voor buitenlanders* (cited in the Audiotapes section for beginning-level). Otherwise, professors used locally-prepared tapes, including Dutch musical tapes and radio news broadcasts.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Two professors reported using videotapes they used in their courses. These professors obtained full-length films from the Dutch Embassy or the Dutch consulate, used videotapes from local video stores, and used slides and videotapes from their personal libraries. No instructional videotapes were listed.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One professor was using an IBM-compatible program called *Context* by Ludo Beheydt. It was designed to help students with vocabulary in "cloze format in context." The professor who was using this program called it very useful, and included this comment: "Students use it on a regular basis on their own; it is self-correcting (timed for speed to obtain higher point—mistakes are tallied for the instructor's reference)."

Another professor cited the occasional use of computer courseware, but did not identify the software.

Advanced Level

Professors completed six LCRs for advanced-level Dutch.

Textbooks

Question 7 asked professors to list and rate textbooks currently used. Textbooks were not used in half of the advanced-level Dutch courses, while the other half did not report any, or reported using authentic materials such as newspapers, periodicals, and articles or books. One professor reported using the following three textbooks:

- *Nederlands: Taalcursus voor buitenlanders, deel 3* by Jelle Stegeman (Amsterdam, Huis aan de Drie Grachten: 1983). Rated useful when "heavily supplemented."

- *Nederlandse* by Jelle Stegeman (Amsterdam, Huis Ann De Drie Grachten: 1986). Rated useful when "supplemented with fragments, readings, presentations, and videos."
- *Geschiedenis van Nederland* by Liek Mulder, Anne Doedens, Yolande Kortlaver. (Apeldoorn, Van Walraven: 1989). Rated useful when "heavily supplemented."

Audiotapes

Question 8 asked professors to list audiotapes currently used. None of the four professors who completed LCRs for the advanced level using tapes that accompanied the textbooks. Instead, they used locally-prepared tapes, or commercial, non-pedagogical tapes which were mainly for students' cultural knowledge.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Two professors reported using videotapes in their courses. These professors obtained full-length films from the Dutch Embassy or the Dutch consulate. No instructional videotapes were listed.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One professor was using an IBM-compatible program called *Context* by Ludo Beheydt. It was designed to help students with vocabulary in "cloze format in context." The professor who was using this program called it very useful, and included this comment: "Students use it on a regular basis on their own; it is self-correcting (timed for speed to obtain higher points—mistakes are tallied for the instructor's reference)."

Dutch: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

At the beginning level, the responses to Q12 revealed that four out of five LCRs cited a high need for beginning-level textbooks. Professors suggested that a beginning-level textbook include "more appropriate dialogue and vocabulary," that it be "more communicative with adequate attention to grammar," and include "plenty of drills, exercises, and classroom activities."

The item receiving the next highest ratings was the need for computer courseware. Professors gave this item two ratings of 5 and two of 4. They did not indicate the desired orientation for the development of computer courseware.

Reading texts, dictionaries, and audiotapes were rated equally highly, each with two ratings of 5. One professor stated that reading selections should have a "broader base in all facets of Dutch society," and have a "better perspective on all Dutch-speaking regions." The same professor commented that there was a need for more authentic audiotapes.

Videotapes were rated highly by one professor at 5 and at 4 by two other professors. One professor stated that videotapes should include more "taped programs of authors, politicians, and commentary on Eurosubjects."

The need for business language materials was rated at a 5 by one professor. No comments were made by this professor as to the desired orientation of videotapes.

No professor rated highly the need for a student reference grammar at the beginning level.

In addition, one professor indicated that there was a need for a greater availability of Dutch video clips, as well as programming time on the SCOLA network.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	3	1	0	0	1
Student reference grammar	0	0	1	2	0
Reading texts	2	0	1	0	0
Dictionaries	2	0	0	1	0
Business language material	1	0	0	0	1
Audiotapes	2	0	1	0	0
Videotapes	1	2	0	0	0
Computer courseware	2	2	0	0	1
Other: practical writing exercises for non-business use	1	0	0	0	0

Intermediate Level

The three most needed items according to intermediate-level professors were intermediate textbooks, reading texts, and audiotapes. These items received three ratings of 5 from professors.

As for the desired orientation of these items, one professor commented that an intermediate textbook "needs to have a great deal of structure, vocabulary and writing assignments," with greater attention given to the particular needs of anglophone learners. A Dutch reader should treat a wider variety of topics, "with solid reading techniques, specific for reading problems in Dutch," according to one professor.

Audiotapes should be "available in great variety" and "be authentic." The use of radio broadcasts was suggested by one professor.

Dictionaries and videotapes received two ratings of 5; in the case of videotapes, one rating of 4 was also given. "Nothing specific exists for the intermediate level," commented one professor, addressing the need for videotapes. Another professor suggested that videotapes contain "cultural information and skits from everyday life."

The three remaining items on the list received one rating of 5, and, in the case of student reference grammars, one rating of 4 as well. Business language materials need to include "hotel, medical, law" vocabulary, suggested one professor.

In addition, one professor rated the need for "practical writing exercises for non-business use" as 5.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	3	0	0	0	1
Student reference grammar	1	1	1	1	0
Reading texts	3	1	0	0	1
Dictionaries	2	0	0	0	1
Business language material	1	0	0	0	2
Audiotapes	3	0	0	0	0
Videotapes	2	1	0	0	0
Computer courseware	1	0	0	0	2
Other					

Advanced Level

According to professors teaching at the advanced level, the need for reading texts was the highest rated need. Three ratings of 5 were given.

The next most needed items were advanced-level textbooks and audiotapes, both of which received two ratings of 5. There is a great need for "a solid textbook selection especially focusing on reading techniques for research" was needed, according to one professor. No desired orientation was given for audiotapes.

Videotapes were rated slightly higher than the remaining items on the list. Professors gave one rating of 5, one of 4. Professors did not elaborate on the desired orientation for videotapes.

Computer courseware, business language materials, dictionaries, and student reference grammars received one high rating of 5. In fact, one professor rated all items at 5 at the advanced level.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	2	0	1	0	0
Student reference grammar	1	0	1	1	0
Reading texts	3	0	0	0	0
Dictionaries	1	0	0	0	0
Business language material	1	0	0	0	1
Audiotapes	2	0	0	0	0
Videotapes	1	1	0	0	0
Computer courseware	1	0	0	0	1
Other					

Dutch: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Dutch. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Six professors identified and rated the overall needs for the Dutch language. Two professors cited the need for reading texts appropriate to the student's level, audiotapes for all levels, and videotapes particularly for the beginning and intermediate levels. Two professors also suggested "literature texts which introduce learners to Dutch literary analysis as well as aiding language acquisition." Two professors also cited the need for "composition texts," particularly for the advanced level.

Five other instructional materials were listed by professors. These were the need for computer courseware geared toward the beginning level, and a beginning textbook. Other materials suggested for the intermediate and advanced levels of instruction were "self-correcting" exercises for use with "texts, audiotapes, videotapes, and computer courseware" and "practical material (forms, letters, authentic situations for speaking practice."

One professor pointed to the need for an interuniversity network via E-mail. The reviewer, Dr. Jeanne van Oosten, was able to identify a currently existing network called Neder-L. "It is centered in The Netherlands and is not only for people teaching Dutch as a second language, but for all people interested in Dutch language and literature." For more information on the network, send a message to its editor, Ben Salesmans. His E-mail address is U216013@HNYKUN11.BITNET; his private address is Weezenhof 6514, NL-6536 BA Nijmegen, The Netherlands.

Dutch: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Five program/center directors reported offering Dutch language instruction at their institutions. Dutch was mentioned by one director as a most important language in terms of materials development needs. In the Northern Europe and Catalonia world area, Catalan was rated as the most important language in terms of materials development needs. Dutch was rated as the most important language by one program/center directors, thus, receiving the second highest number of rating for the most important language.

The director who rated Dutch as the most important language for that world area identified a high need (rating of 5) for a beginning- and intermediate-level Dutch textbook "with better grammar instruction."

Dutch: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Martÿna Aarts Briggs stated that as of summer 1992, "plans were being made to prepare material with the Dasher Window version." The same professor was also working on a book with reading selections on three levels of instruction, and a writing assignment series.

Jeanne van Oosten of the University of California-Berkeley said that she was also in the process of developing an intermediate/advanced level textbook which "reviews grammar, introduces Dutch short stories and lyric poems tied to the grammar, provides practical writing exercises." Testing material has been developed by Ray Wakefield and Klaas van der Sanden in Minnesota, according to one professor.

William Z. Shetter of Indiana University is working on an excercise book to accompany his textbook *Introduction to Dutch*. The professor is also developing computer courseware for the beginning level. Carine Peelaers of Stanford University offered to share supplementary materials she uses in class such as audiotapes and newspaper clippings to other Dutch language instructors.

Lastly, one professor noted that "There is a central organization in the Netherlands where information can be obtained for materials developed for anglophone L2 learners of Dutch by linguists and language instructors in Australia and the UK." The address is I.V.N., Internationale Vereniging voor Neerlandistiek, Van Dordth Straat 6, 2481 XV Woubrugge, The Netherlands. Information can be obtained within the U.S. by writing AANS, President Margriet Lacy, North Dakota State University, Fargo, North Dakota.

World Area: Northern Europe and Catalonia
Language: Irish

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the I990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Northern Europe and Catalonia World Area

NFLRC received 38 LCRs and 8 PDQs for the Northern Europe and Catalonia world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Catalan (4)
Danish (10)
Dutch (15)
Irish (4)
Swedish (5)

See Appendix D for a list of institutions by language participating in the survey.

Irish: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Four LCRs from two institutions were completed for the Irish language. In the Northern European and Catalonia world area; Dutch was represented with the highest number of LCRs (15) and Danish with the second highest number (10).

Irish: Materials Currently in Use

Questions 7-10 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning, Intermediate, and Advanced Levels

One professor of Irish reported on a course in beginning-level Irish and the other professor reported on beginning, intermediate, and advanced-level Irish courses. Because the second professor made no distinction between levels, the three levels of Irish are treated together.

Textbooks

The professor teaching three courses reported using the following three textbooks:

- *Progress in Irish* by Máiréad Ní-Ghráda (Dublin, Educational Co.). Rated useful.
- *Buntus Cainte, Parts I, II, and III* by Thomas Ó Domhnallain (Dublin, Gael-Linn: 1967-68). Rated useful.
- *First Steps in Spoken Irish* by Christian Brothers (Dublin, M.H. and Son: 192-). Rated very useful.

The other professor reported using the following two textbooks:

- *Gaeilgeoirí* by Antoine Ó Flatharta (Béal an Daingin, Co. Galway, Ireland; Cló Iar-Chonnachta: 1986). This textbook was rated useful.
- *Learning Irish* by Mícheál ó Siadhail (Dublin, Dublin Institute for Advanced Studies: 1981). This textbook was rated less useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. One professor reported using audiotapes which accompanied the textbook *Buntus Cainte*, as well as the tape *Focloir Poca*, an Irish government publication, and tapes from Radio RTA (An Gum: 1986).

The other professor reported using the audiotape that accompanied *Learning Irish*, as well as the commercially prepared audiotape *Learn Gaeilge*. This tape is available from *Learn Gaeilge*, Rath Cairn, Count Meath, Ireland. She also reported using audiotapes of songs and conversations recorded in Ireland and taped readings of the vocabulary lists in the textbooks.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. One professor did not use videotapes, and commented "very sparse materials are available." The other professor reported using films on videotape (for example, *Poitin, Last Days on the Gaeltacht*) for culture, vocabulary, and listening practice. These tapes are available from CineGael, an Cheathrú Rua, County North Gaillimbe, Ireland. She also reported using *Speakeasy*, a video pantomime course designed for ESL, and slides from her personal collection.

Computer Courseware

Question 10 and 11 asked professors to list technology currently used. Neither professor reported using computer courseware at any level of instruction.

Irish: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference/grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Level

For beginning-level Irish, one professor rated seven items on the list as high (5) priorities: textbooks for the beginning, intermediate, and advanced levels; a student reference grammar; computer courseware; videos; and audiotapes. This professor commented: "Texts I use lack an explanatory grammar with reference to basic source." She reported that she was in the process of "writing such a grammar myself to accompany *Progress in Irish* and *Buntus Cainte*. No mention was made concerning the desired orientation of the other instructional materials.

The other professor rated basic textbooks, reading texts, and computer courseware as high (5) priorities. The desired orientation of the textbook was "communicative, more practice opportunities (oral and written) based on spoken dialects (not government written standards)." She desired reading texts that used authentic language for the beginning-intermediate level. The type of computer courseware she desired was "interactive video, based on authentic speech, language in context showing alternate forms (paraphrases, response variants)." This professor also rated the need for intermediate textbooks and videotapes as high (4).

Summary of All-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	2	0	0	0	0
Intermediate textbooks	1	1	0	0	0
Advanced textbooks	1	0	0	1	0
Student reference grammar	1	0	0	1	0
Reading texts	1	0	1	0	0
Dictionaries	0	0	0	1	1
Business language material	0	0	0	0	1
Audiotapes	1	0	1	0	0
Videotapes	1	1	0	0	0
Computer courseware	2	0	0	0	0
Other					

Irish: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Irish. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One professor did not address this section of the survey. The other professor identified the highest overall needs as:

- a beginning-level communicative textbook that is usable for self-instruction;
- beginning-level reading materials;
- beginning-level computer-assisted exercise.

Irish: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.

- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

One program/center director reported offering Irish language instruction at his institution. This same director judged Irish to be a most important language in terms of materials development needs, citing particularly the need for more of an emphasis on grammar in texts for all levels.

In the Northern Europe and Catalonia world area, Catalan received the highest number of ratings as a most important language (2), followed by Dutch and Irish which were mentioned by one director. Danish and Swedish were not listed as most important languages.

Irish: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Nancy Stenson of the University of Minnesota stated that she is seeking a publisher for her communicatively-based textbook. No additional information about the textbook was provided. Joan Keefe of the Unversity of California-Berkeley indicated that she was in the process of writing a grammar to accompany *Progress in Irish* and *Buntus Cainte*.

World Area: Northern Europe and Catalonia
Language: Swedish

Introduction

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The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

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Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Northern Europe and Catalonia World Area

NFLRC received 38 LCRs and 8 PDQs for the Northern Europe and Catalonia world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Catalan (4)
Danish (10)
Dutch (15)
Irish (4)
Swedish (5)

See Appendix D for a list of institutions by language participating in the survey.

Swedish: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-10 or Q7-10)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Five LCRs from three institutions were completed for the Swedish language. In the Northern European and Catalonia world area; Dutch was represented with the highest number of LCRs (15) and Danish with the second highest number (10).

Swedish: Materials Currently in Use

Questions 7-10 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed three LCRs for beginning-level Swedish.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Professors at the beginning level were using a total of three different textbooks:

- *Swedish For Me, Part I* by Eva Allison (which can be obtained from the author of the University of Denver, University College, and is also commercially available). This textbook, which directly targets an English-speaking audience, was rated very useful.
- *Nybörjarsvenska* by Ylla Göransson and Lindholm (Lund, Kursverksamhetens Förlaglisau: 1981). This textbook was rated useful.
- *Mål 1-2, svenska som andra spfuåk* by Kerstin Ballardini, Sune Stjärnlöf, and Åke Viberg (Stockholm, Natur och Kultur: 1983).

Audiotapes

Question 8 asked professors to list audiotapes currently used. All three professors were using the audiotapes accompanying the textbooks *Swedish For Me, Part I, Nybörjar svenska*, and *Mål 1-2*.

In addition to these tapes, one professor was using *Självbedömning i svenska som andra språk* by Tibor von Elek (Stockholm, Skolöverstyrelsen, 1985). Two professors cited the use of locally-prepared audiotapes of conversations, songs, and skits.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. All three professors were using videotapes in their courses. One professor used a home video to teach shopping vocabulary; another was using the available commercial films. One professor was using films and slides from her personal collection as well as broadcasts from the SCOLA network, a video called *Svenska Situationer*, and films from the Swedish Information Service.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One professor reported using the computer courseware *EXCLAIM* (Experimental Classroom with Apple Integrated Media). This Macintosh program, developed by Nancy Kaplan of the University of Texas at Dallas, is designed to help students practice writing. The professor who was using the program rated it useful.

Intermediate Level

Professors completed two LCRs for intermediate-level Swedish. No LCRS were completed for advanced-level Swedish.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Professors rated the following two textbooks:

- *Swedish For Me, Part II* by Eva Allison (available from the author, and is also commercially available). This textbook, which directly targets an English-speaking audience, was rated very useful.
- *Säg som det är* by L. Petterson and K. Sahlén (Uppsala, Studieforlaget: 1989). This textbook was rated useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Both professors were using the audiotapes which accompanied the textbooks listed above. In addition to these tapes, one professor was using *Sjalvbedömning i svenska som audia sprak* by Tibor von Elek (Stockholm, Skolöverstyrelsen: 1985). Two professors cited the use of locally-prepared audiotapes of conversations, songs, and skits.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Both professors reported using videotapes in their courses. One used a home video to teach shopping vocabulary; the other used films and slides from her personal collection as well as broadcasts from the SCOLA network, a video called *Svenska Situationer*, and films from the Swedish Information Service.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One professor reported using the computer courseware *EXCLAIM* (Experimental Classroom with Apple Integrated Media). This Macintosh program, developed by Nancy Kaplan of the University of Texas at Dallas, is designed to help students practice writing. The professor who was using the program rated it useful.

Swedish: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, and advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

There was no consensus regarding the most needed materials among the three professors responding to Q12. However, two professors did agree on the highest-rated item, audiotapes, which received two ratings of 5. "More communicative audiotapes with questions and answers" were desired by one professor. Another professor said that "short, i.e., 15-minute audiotapes using various speakers of different genders, ages, education, and regional backgrounds" were needed.

The other item which received two high ratings were reading texts. Professors gave one rating of 5, and one of 4. "Short texts with English vocabulary lists" were needed, according to one professor.

Other items from the list which received one rating of 5 were: dictionaries, computer courseware, and videotapes. One professor suggested that a computerized dictionary be developed. Another professor commented that the dictionaries currently available are for speakers of Swedish. The desired orientation for videotapes were "short videotapes (10-15 minutes) in English on various aspects of Sweden and Swedish culture."

The lowest-rated item was the business language materials. Only one professor addressed the need for this item, giving it a rating of 1.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	0	1	0	0	1
Student reference grammar	0	0	1	1	0
Reading texts	1	1	0	0	0
Dictionaries	1	0	1	0	1
Business language material	0	0	0	0	1
Audiotapes	2	0	0	0	0
Videotapes	1	0	0	0	0
Computer courseware	1	0	0	0	0
Other					

Intermediate Level

The need for audiotapes was rated highest by the two intermediate-level professors; both rated the need for audiotapes at 5. "More communicative audiotapes with questions and answers" were desired by one professor. Another professor said that "short, i.e., 15-minute audiotapes using various speakers of different genders, ages, education, and regional backgrounds" were needed.

Other items that received one rating of 5 were: intermediate textbooks, reading texts, dictionaries, computer courseware, and videotapes. One professor said an intermediate textbook with more authentic texts was needed. Another professor wanted dictionaries "related to the textbook."

One professor suggested short videotapes, audiotapes, and reading texts. The desired orientation of these items were videotapes "on various aspects of Sweden and Swedish culture in English," audiotapes which "used various speakers—of different gender, age, education, and regional accent," and reading texts "with English vocabulary lists."

The lowest-rated item was business language materials, as at the beginning level. The item received one rating of 1 from one professor.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	1	0	0	0	0
Student reference grammar	0	0	1	0	0
Reading texts	1	0	0	0	0
Dictionaries	1	0	0	0	1
Business language material	0	0	0	0	1
Audiotapes	2	0	0	0	0
Videotapes	1	0	0	0	0
Computer courseware	1	0	0	0	1
Other					

Swedish: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Swedish. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Four professors identified and rated the overall needs of the Swedish language. Listed independently by all three professors were videotapes. One professor indicated the need for videotapes for all levels of Swedish instruction, while the other professors indicated the highest priority was for beginning and intermediate levels.

Reading texts for the beginning level were indicated as a need by one professor; reading texts with English vocabulary lists for the intermediate level were cited as a need for Swedish language teaching in general.

Beginning-level audiotapes were cited as a high need by two professors.

Two items cited only by one professor as high needs were for an intermediate textbook and a "mixed text with activities and a reader."

Swedish: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Four program/center directors reported offering Swedish language instruction at their institutions. Swedish was not mentioned as a most important language in terms of materials development needs. In the Northern Europe and Catalonia world area, Catalan received the highest number of ratings (2) as a most important language, and both Dutch and Irish were each mentioned once. Danish was not listed as a most important language.

Swedish: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Eva Allison of the University of Denver, University College stated that she was in the process of developing a textbook which was "appealing to all learning styles."

Review by World Area: South Asia

One professor from each of the eight world areas (six of the eight responded) was asked to write an overview of priorities on a world area as a whole. Professors were chosen a) based on their expertise and accessibility to information regarding trends in instructional materials development in their particular world area, and b) regardless of whether they had already contributed as a survey respondent or as a reviewer by language. The reviewers were asked to address the following questions in their overview.

- Which languages within your world area are adequately served with instructional materials?
- Which languages are in need of additional materials, and specifically, materials are needed?
- What languages will increase and decrease in importance during the 1990's?
- Who is currently developing new instructional materials for your world languages, and what materials are already in print?
- What problems may exist for material creation and implementation?

Project staff worked with reviewers to ensure that the overviews demonstrated adequate breadth, depth and style.

Materials Development Needs for South Asia
Surendra Gambhir (University of Pennsylvania)

In general
There is not a single South Asian language mentioned in the report that has adequate instructional materials at all levels. Hindi-Urdu has more materials than any other South Asian language, but still it is severely deficient in computer software, video materials, and to a limited extent in reading materials. Languages that need instructional materials more than any other language are Gujarati, Punjabi, and Pashto, even though all of them are less important languages from a relative point of view.

Type of instructional materials needed vary from language to language. General needs are audiotapes, video material, and computer software. While Gujarati, Punjabi, and Pashto desperately need basic textbooks at the beginning and intermediate levels, Hindi, Urdu, Nepali, and Tamil need more reading materials at the intermediate and advanced levels. Marathi needs basic textbooks particularly at the intermediate and advanced levels. Marathi and Sinhala also require grammars, dictionaries, and audio and video materials at all levels of language instruction. Although one respondent has suggested the writing of an advanced reference grammar for Bengali, it is my observation that comprehensive grammar, I mean grammars that go beyond linguistic explanations to include kinetic, social, and cultural information. Such comprehensive reference grammars feed directly into the underlying concept of communicative competence in second language learning.

Years to come
The languages that are going to be important in the years ahead from an academic point of view are Hindi, Urdu, Bengali, and Tamil. Due to the presence of English in South Asia, the knowledge of South Asian languages has been undermined in the past by many scholars and researchers in the American academia. It is becoming increasingly clear that research on South Asia has severe limitations without the knowledge of indigenous languages. For example, Hindi and English newspapers in India had different perspectives in many respects on the recent communal issues. This is in addition to the fact that only less than three percent of the people of South Asia can express their mind in English. Research in sociolinguistics is making it increasingly clear that proficiency in indigenous languages in South Asia is the only way to carry out empirical and authentic research. This trend became amply clear at a workshop in May 1993 at the University of Pennsylvania wherein participants from many American universities voiced the necessity of intensive interaction between language faculty and social scientists. In the wake of such awareness, all indigenous languages in general and Hindi, Urdu, Bengali, and Tamil in particular are going to increase in importance for future research during the 1990's.

For the languages within South Asia, are there any particular issues or problems (historical, practical, financial) that exist which hinder the development of such material?
The most important issue is financial. It is not easy to see a book on South Asian language that is professionally-published. The reason for this is obvious. The market is usually small and no publisher would undertake such a book for publication. As a result, most books are in-house productions and they lack scrutiny and evaluation from the publisher or an outside reviewer. This affects the quality of the printed materials as well as the audio and video materials that accompany these materials. Maybe we can also call it a practical problem.

The other problem, which is historical in nature, has to do with the language teaching profession as such, and the perception that most of the university administrators have toward that language teaching profession. Most of the people in this profession on South Asian studies in the United States are not in tenured or even tenure track positions. Hence, it is difficult to expect a consistently serious attitude toward any long-term planning from them. Second, teaching materials are not considered a serious professional work in the way that the rest of research work is considered. This also results in last-priority or no priority at all for language pedagogy and language pedagogic materials.

Hindi and Urdu are two different speech and writing systems that share almost identical history and structure. Perhaps because of the similarities they are sometimes treated as one language. How do you feel about this treatment and how do you categorize the Hindi-Urdu language(s)?
Social, political, and perceptual factors play an important role in deciding whether *x* and *y* are two separate languages or not. Hindi is the official language of the Indian union, and Urdu is the official language of Pakistan. Urdu is also perceived as the ethnic language of Muslims in India. This is besides other facts: separate scripts, separate sources of formal vocabulary, and some minor differences in the use of some grammatical structures. For all these reasons, it makes sense to treat them separate and teach them separately. For pedagogic reasons, however, teaching them jointly in one class at the elementary level has worked for me for the last twenty years. There is little difference at the level of basic vocabulary and virtually no difference in grammar. However, the scripts are different. Since there are more Hindi students than Urdu students at the elementary level in my classes at the University of Pennsylvania, I have no problem in persuading my students to learn both the scripts one by one. All students learn the Devanagari script (for Hindi) in the fall semester and Nastaliq (for Urdu) in the spring.

Are there any South Asian languages that may diminish in importance during the 1990's? Why?
It is difficult to say. So much depends on the political, social, and cultural upheavals in South Asia.

In defining guidelines
There are five distinct trends I can see on the horizon of the South Asian language study in the U.S.:

1. There is clearly more focus on the proficiency-oriented learning today. The proficiency movement that started in the 1980's is reaching our classrooms now. Due to this there is emphasis on authentic materials, use of videos, audiotapes, and computer software programs and on encouraging more mechanical learning outside the classroom. This makes necessary new materials that students can use by themselves. The classroom time is for interaction between students, or between students and teachers.

2. The second trend is in the rise of a new type of population learning South Asian languages. Students of South Asian origin are coming to South Asian languages and other courses in humanities and social sciences in increasing numbers. They bring with them a fractured proficiency in the target language and target culture. A typical profile of such a learner is that he or she is Advanced in listening, Intermediate Low in speaking, and Novice Low in literacy skills. Because of their long exposure to language and culture within the social institutions, these students reach a reasonable high level of proficiency in relatively less time. Their needs in terms of contents are more cultural and historical, which material-writers need to address in the future.

3. There is increasing recognition of the fact that we need to develop autonomous learners who can take charge of their own learning. There are several institutions that now offer self-instructional courses in Hindi under the NASILP (National Association For Self-Instructional Language Programs) guidelines. Self-instructional courses demand special textbooks accompanied by audio and/or videotapes. Another sub-type is those learners who have studied two to three years of language in a classroom and now want to continue it on their own. We need both research and instructional materials to meet the needs of people in this group.

4. There is increasing awareness about promoting interaction between language faculty and social science faculty. This obviously aims at enhancing the use of indigenous South Asian languages for consulting resource materials in research.

5. Learners, instructors and scholars in the field are convinced about the use of authentic and content-based language. Such specimens of a language provide a real slice of life.

Recommendations
For future funding for pedagogical materials, I have the following recommendations:

a. Encourage joint projects between members of different universities. Team projects are likely to minimize competition, benefit from the expertise of many scholars, cover greater breadth, and increase acceptability of the final product.

b. Emphasize the production of listening materials for promoting listening comprehension as an independent skill. Listening as a skill has been generally neglected and low proficiency in general in the listening skill of American learners is seen to affect oral interaction between two interlocutors in significant ways.

c. Encourage writing of textbooks that are complete. In other words, in addition to the text, they should include glossary, grammatical and cultural notes, short listening and reading exercises for appropriate levels, mechanical and communicative exercises as practice activities, and accompanying audiotapes/videotapes. This deficiency can be seen in a number of existing textbooks for different languages. As a result, few people involved in the field seem to be satisfied with them and they want to see new textbooks.

Materials Development In Progress

- *Spoken Hindi* by Surendra Gambhir has just been published in its revised edition by Audio Forum, a subsidiary of Jeffrey Norton Publishers, Guilford, CT. The book has been thoroughly revised and is based on the functional approach to language teaching. The book is accompanied by a new set of ten audiotapes.

- ACTFL has come out with Reading Proficiency and Listening Proficiency materials for Hindi. Both the projects had a national committee of scholars, which included three persons from the University of Pennsylvania, including the chair of the committee.

- Two additional books, *kuch kahiye na pliiz* (for speaking proficiency at the advanced and superior levels) by Surendra Gambhir, and *raajar aur kairan kii bhaarat yaatraa* (for elementary level) by Vijay Gambhir and Surendra Gambhir have been used at the University of Pennsylvania for the last five years. They are now in the process of being revised and the final revised editions are expected to be ready by the beginning of the academic year 1994 - 95.

- A preliminary set of communicative activities to accompany *naii dishaaeN nae log* (New Directions, New People) is now being tested at the intermediate level by F.C. Southworth.

World Area: South Asia
Language: Bengali

Introduction

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- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

South Asia World Area

NFLRC received 69 LCRs and 12 PDQs for the South Asia world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Bengali (5)
Gujarati (3)
Hindi/Urdu (28)
Marathi (4)
Nepali (9)
Pashto (4)
Punjabi (5)
Sinhala (4)
Tamil (7)

See Appendix D for a list of institutions by language participating in the survey.

Bengali: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Five LCRs from three institutions were completed for the Bengali language. Bengali was represented with the fourth highest number of LCRs in the Southeast Asia world area; Punjabi was also represented with five LCRs.

Bengali: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed three LCRs for beginning-level Bengali.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of beginning-level textbooks cited by professors:

- *An Introduction to Bengali*, Part I by Edward Dimock and Somdev Bhattacharya (Honolulu, East West Center Press: 1964). Two professors rated the text useful and one professor rated it less useful.
- *An Intensive Course in Bengali* by Krishna Bhattacharya (Mysone, India, Central Institute of Indian Languages: 1981). This textbook was rated useful by one professor and less useful by another.
- *Sahaj Path*, Part I, by R. Thakur (Calcutta, Visva Bharati: 1950). The textbook was rated useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Two professors reported using the audiotapes which accompany the textbook *An Introduction to Bengali*. One of these professors was also using locally-prepared audiotapes of conversations, plays, stories and readings. These tapes are available to other Bengali language programs through the University of Washington, Department of Asian Languages and Literature. The third professor used only personally-designed, locally-prepared audiotapes which can be made available to other programs through Cornell University, Department of Languages and Linguistics.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Two professors reported the use of audiovisual materials at the beginning level. Both professors reported using videotaped copies of movies by Satyajit Ray.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One professor reported using computer technology at the beginning level. The software was published by Hypatia Press and was designed by Clinton B. Seely of Chicago University. The professor reported using the following software programs at the beginning level: *Flash Word*, *Script: Bengali*, *Hyperbengali, 1 & 2*, and *Learn*

Letters. These programs include vocabulary, and drill practice for Macintosh PCs. The professor who reported using these materials rated them less useful.

Intermediate and Advanced Levels

One professor completed two LCRs for intermediate- and advanced-level Bengali.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor reported using the textbook *An Introduction to Bengali* by Edward Dimock and Somdev Bhattacharya (Honolulu, East West Center Press: 1964) for grammar and drill only. This professor also uses personally-designed material for conversation development.

Audiotapes

Question 8 asked professors to list other audiotapes currently used. The professor reported using personally-designed, locally-prepared audiotapes for conversation practice. These tapes are available through Cornell University, Department of Languages and Linguistics.

Videotapes and Computer Courseware

Question 9-11 asked professors to list other audiovisual materials and technology currently used. The professor did not report the use of audiovisual material or computer courseware at the intermediate or advanced levels.

Bengali: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- basic, intermediate, or advanced level textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials

rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

Professors reported the greatest need for textbooks and student reference grammars at the beginning level. Both materials were rated twice at 5. Professors desired textbooks whose presentation of grammar is "non-technical" and more clear. Beginning-level textbooks should also include "more authentic conversations" and be presented in Bengali script. No comments were given as to the desired orientation of the student reference grammar.

The need for supplemental audiotapes and videotapes also received high ratings. No desired orientation for these materials was reported. Computer courseware was rated once at 5. All other materials were either rated at 3 and lower, or were not rated at all.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	2	0	0	0	0
Student reference grammar	2	0	0	0	0
Reading texts	0	0	0	0	0
Dictionaries	0	0	1	1	0
Business language material	0	0	0	0	0
Audiotapes	0	2	0	0	0
Videotapes	0	2	0	0	0
Computer courseware	0	1	0	1	0
Other					

Intermediate Level

The need for intermediate-level textbooks and reference grammars, as at the beginning level, were rated highest. Professors desired materials which are presented in Bengali script, contain more effective drills, and present grammar with clear methods.

The need for readers and supplemental audiotapes and videotapes received relatively high ratings at the intermediate level. No desired orientation was given for these materials.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	1	1	0	1	0
Student reference grammar	2	0	0	0	0
Reading texts	0	0	2	0	0
Dictionaries	0	0	1	1	0
Business language material	0	1	0	0	1
Audiotapes	0	2	0	0	0
Videotapes	0	2	0	0	0
Computer courseware	0	1	0	1	0
Other					

Advanced Level

At the advanced level, as at the lower levels, the need for advanced textbooks was rated high. Reading texts were also reported to be in need of development. Professors reported the need for advanced-level readers that include ample reading selections, including short readings. Stories that are available currently were reported to be "either very hard to understand or very long."

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	2	0	2	0	0
Student reference grammar	2	0	0	0	0
Reading texts	1	0	2	0	0
Dictionaries	0	0	1	1	0
Business language material	0	1	0	0	1
Audiotapes	0	2	0	0	0
Videotapes	0	2	0	0	0
Computer courseware	0	1	0	1	0
Other					

Bengali: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Bengali. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Two professors identified and rated the overall needs of the Bengali language. Audio and visual instructional materials for the beginning level were cited by both professors and rated at 4 and at 5. The use of these materials, according to one professor, was to develop and strengthen listening comprehension.

Reading texts for the beginning and advanced levels were each listed once and rated at 5. A beginner textbook and an advanced student reference grammar were also listed once and rated at 5.

Bengali: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Five program/center directors reported offering Bengali language instruction at their institutions. Bengali was mentioned by one director as a most important language in terms of materials development needs. In the South Asia world area, Hindi-Urdu was represented with the highest number of ratings (5) as a most important language and Tamil was listed four times.

Commenting on the materials needed for the Bengali language, both directors indicated a high need for the development of a textbook and supplementary audio-visual materials for all levels of Bengali instruction. One program director rated the need at 5, the second gave no rating.

Bengali: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Dipali Sudan of Cornell University has developed materials for beginning reading and conversation courses which are accompanied by audiotapes.

Professor Clinton B. Seely of the University of Chicago was reported to be developing flashcards, alphabet tutors, and other program software for Bengali.

For other information on the teaching of Bengali in this country, contact the Southern Asian Institute at Columbia University. The institute publishes the "Inventory of Language Materials" for Hindi-Urdu, Bengali, Nepali, and Tamil. Besides instructional materials, testing materials, evaluations, language programs, centers of study and other resources are listed.

World Area: South Asia
Language: Gujarati

Introduction

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- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

South Asia World Area

NFLRC received 69 LCRs and 12 PDQs for the South Asia world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Bengali (5)
Gujarati (3)
Hindi/Urdu (28)
Marathi (4)
Nepali (9)
Pashto (4)
Punjabi (5)
Sinhala (4)
Tamil (7)

See Appendix D for a list of institutions by language participating in the survey.

Gujarati: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Three LCRs from one institution was completed for the Gujarati language. Gujarati was represented with the lowest number of LCRs in the Southeast Asia world area; Hindi-Urdu was represented with the highest number of LCRs.

Gujarati: Materials Currently in Use

Of the three LCRs received for the Gujarati language, one treated a beginning level course, the others, intermediate level courses. In all cases, drill practice materials, flash cards, games, testing materials and movies were reported to be in use in the curriculum, but no titles or references were given for these materials. The materials were rated very useful.

Gujarati: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

Professors ranked five materials in greatest need of development for the Gujarati language at the beginning level. They were: textbooks, reading texts, dictionaries, audiotapes, and videotapes. One professor commented that the beginning-level textbook should be "well organized...with good conversational material based on current usage."

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	0	0	0
Student reference grammar	0	0	0	0	0
Reading texts	1	0	0	0	0
Dictionaries	1	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	1	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Intermediate Level

Professors reported intermediate-textbooks to be in the greatest need at this level of instruction. One professor stated the need for an intermediate textbook that has "good selections of readings."

Audiotapes, dictionaries, and videotapes were each rated once at 5. No additional comments were provided as to their desired orientation.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	2	0	0	0	0
Student reference grammar	0	0	0	0	0
Reading texts	0	0	0	0	0
Dictionaries	1	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	1	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Gujarati: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Gujarati. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Two professors identified and rated the overall needs for the Gujarati language. Intermediate textbooks were listed by both professors and the need was rated at 5. Beginner textbooks and intermediate-level readers were cited once and also rated at 5.

Gujarati: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Two program/center directors reported offering Gujarati language instruction at their institutions. Gujarati was mentioned by one director as a most important language in terms of materials development needs. The director reported a high need (5) for development of intermediate-level Gujarati textbooks.

In the South Asia world area, Hindi-Urdu received the highest number of ratings as a most important language (5) and Tamil was represented with the second highest number (4).

Gujarati: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

No additional information was provided for the Gujarati language.

World Area: South Asia
Language: Hindi-Urdu

Introduction

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Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

South Asia World Area

NFLRC received 69 LCRs and 12 PDQs for the South Asia world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

- Bengali (5)
- Gujarati (3)
- Hindi/Urdu (28)
- Marathi (4)
- Nepali (9)
- Pashto (4)
- Punjabi (5)
- Sinhala (4)
- Tamil (7)

See Appendix D for a list of institutions by language participating in the survey.

Hindi-Urdu: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-10 or Q7-10)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Twenty-eight LCRs from nine institutions were completed for the Hindi-Urdu language. Hindi-Urdu was represented with the highest number of LCRs in the Southeast Asia world area; Nepali was represented with the second highest number of LCRs and Gujarati with the lowest.

Of the 28 LCRs received, 19 were for combined Hindi-Urdu courses, six were for Hindi only courses (Literature and Culture), and three were for Urdu only courses.

Although Hindi and Urdu are distinct languages with separate speech communities and different writing systems, they are historically and structurally nearly identical. Hindi has traditionally been taught more frequently than Urdu, but Urdu language courses are becoming more common, and many language courses teach both Hindi and Urdu writing and culture. Since there is a great deal of overlap in materials in the teaching of the two, they are treated in one report and generally referred to as a single entity, Hindi-Urdu.

Hindi-Urdu: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed ten LCRs for beginning-level Hindi-Urdu.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The textbooks listed below either received at least one rating of very useful, or were reported to be in use by more than one professor:

- *First Year Hindi Course*, 2 vols., by Herman Van Olphen (Austin, University of Texas, 1972). This textbook was rated three times as useful and once as less useful.
- *Hindi* by R. Snell and S. Weightman (In the "Teach Yourself" series by Hodder and Stoughton, Mill Road, Dunton Green, Sevenoaks, Kent, England: 1989). This textbook was rated very useful twice and useful once. According to the Inventory of Language Materials from the Southern Asian Institute of Columbia University, the distribution of this book is "still uncertain". Those interested in obtaining it can should contact South Asia Books, P.O. Box 502, Columbia, MO 65205. The phone number is (314) 474-0016.
- *First Year Hindi*, Grammar Workbook, by Usha Jain (Berkeley, University of California: 1983). This textbook was rated once as less useful, useful, and very useful.
- *Introductory Course in Hindi-Urdu* by A. Koul. The book is unpublished but can be obtained from Brown University, Center for Language Studies. This textbook was rated very useful.
- *A Proficiency-Oriented Course in Hindi* by Surendra and Vijay Gambhir is unpublished but is available through the University of Pennsylvania South Asia Regional Studies Department. This was rated very useful by one professor.
- *New Directions, New People* by Franklin C. Southworth, Surendra and Vijay Gambhir (Philadelphia, University of Pennsylvania: 1987). This was also rated very useful by one professor.

Audiotapes

Question 8 asked professors to list audiotapes currently used. At the beginning level, two professors reported using the audiotapes which accompany H. Van Olphen's *A First Year Hindi Course*. Three professors reported using the audiotape material which accompany Usha Jain's *First Year Hindi Grammar Workbook*. One professor cited the use of commercially prepared audiotapes entitled *Spoken Hindustani* by Henry Hoenigswald (Ithaca, Spoken Language Services: 1945).

One professor at the University of Chicago South Asian Languages Program has created and locally-prepared audiotapes for Urdu phonetic and grammatic drills. These tapes can be made available through the language lab at the University of Chicago. Five other professors reported using locally-prepared audiotapes which are not available to other Hindi-Urdu language programs.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Five professors reported using the videotape series by Franklin C. Southworth and Vijay and Surendra Gambhir, *New Directions, New People* (University of Pennsylvania). One professor reported using another material available through the University of Pennsylvania entitled *Let's Learn Devanagari*. Another professor reported using a videotape on the life of Urdu poet Mirza Ghalib. No reference was given for this material. Four professors use commercial movies available on videotape in their beginning-level instruction.

Computer Courseware

Questions 10 and 11 asked professors to list technology used in their curriculum. Only one professor reported using computer courseware at the beginning level. The software, for use on the Macintosh, was produced by the University of British Columbia. It was rated very useful.

Intermediate Level

Professors completed nine LCRs for intermediate-level Hindi-Urdu.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The textbooks listed below either received at least one rating of very useful, or were reported to be in use by more than one professor.

- *Intermediate Hindi Reader*, 2 vols., by Usha Jain and Karine Schomer (Berkeley, University of California: 1983). This textbook was rated less useful by one professor and very useful by two others.
- *Intermediate Hindi*, 2 vols., by Yamura Kachru and Rajeshwari Pandharipande (Madison, University of Wisconsin: 1981).
- *Hindi Pancatantra Reader* by John T. Roberts. (Charlottesville, University of Virginia: 1986). The material is available from John T. Roberts at the University of Virginia. This textbook was rated twice as useful.
- *A Hindi History Reader* by John T. Roberts. This book is also available from Professor John T. Roberts. It was rated very useful.
- *New Directions, New People* by Franklin C. Southworth and Vijay and Surendra Gambhir (Philadelphia, University of Pennsylvania: 1987). This book was also rated very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Two professors reported using the audiotape material accompanying the textbook *Intermediate Hindi Reader* by Jain and Schomer. Two professors reported using the accompanying audiotape material for *New Directions, New People* by Franklin C. Southworth , Vijay and Surendra Gambhir. Another professor reported using materials entitled *Bolchal Ki Hindi-Urdu* by Vijay Gambhir which is now titled *Spoken Hindi* Surendra Gambhir (Guilford, Audio Forum, Jeffery Norton Publishers: 1993). It is also available on 10 cassettes. Two professors reported the use of locally-prepared audiotape material, for which no information was given.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Six professors reported using videotape materials in their intermediate Hindi-Urdu instruction. Five of these professors used the Southworth and Gambhir material *New Directions, New People* at the intermediate level. Two of those also reported using commercial movies on videotape. The following Hindi movie titles were cited: *Maasoom Kamala* and *Manthan*. The sixth professor cited the use of a video available from the University of California-Berkeley by Sara Akash (1969) entitled *The Entire Sky*.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. The professor who reported using computer courseware at the beginning level reported using the same materials at the intermediate level of instruction. Macintosh programs entitled *HyperPanc and HyperHist* were reported to be in use by one professor at the intermediate level, as supplemental practice material for personally-designed textbooks. The programs were rated very useful, and are available through the author, John T. Roberts, at the University of Virginia, Department of Oriental Languagas. No other professors reported using computer technology in their course work.

Advanced Level

Professors completed nine LCRs for advanced-level Hindi-Urdu.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." At the advanced level, many professors reported using predominately or exclusively primary sources. The majority of these sources were from Hindi literature. The textbooks listed below for use at the advanced level received a rating of very useful:

- *Readings in Literary Urdu Prose* edited by G. C. Narang (Madison, University of Wisconsin Press: 1967).
- *A Hindi Reader: Peoples and Institutions of India* by John. T. Roberts (1987). This book is available from Professor John T. Roberts, Oriental Languages, 128 Cabell Hall, Charlottesville, VA 22903.

- *Hindi Structures* by Peter Hook (Ann Arbor, University of Michigan: 1979).

Audiotapes

Question 8 asked professors to list audiotapes currently used. Few professors reported using audiotape materials at the advanced level of Hindi-Urdu instruction. One professor reported using materials entitled *Advanced Oral Exercises in Hindi* by Y. Yadav (Botany, Australian National University Press, Maxwell MacMillan Publishers). A professor from the University of California-Berkeley reported using an audiotape lecture by M. Garg on the image of women in Hindi literature. This lecture can be obtained by contacting that institution. Three professors reported using locally-prepared audiotape material which is not available to other programs.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Six professors reported using other audiovisual materials in their advanced level Hindi-Urdu instruction. Five professors reported using videotapes of Hindi films. One of those five also reported using a videotape of the lecture by M. Garg, and short segments of the videomagazine entitled *Newstrack*. The sixth professor reported using TV programs from the international channel and SCOLA. This professor also used locally-prepared videotaped interviews.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. The word processing program *Avanti Kashi* was reported to be in use at the advanced level. John T. Roberts also reported using a personally developed Macintosh word processing program entitled Font *MacHindi/Sanskrit* and published by Linguists Software which was rated useful. No other professors reported using computer technology in their advanced-level Hindi-Urdu instruction.

Hindi-Urdu: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

At the beginning level, professors reported the greatest need for videotapes. Seven professors rated the need at 4 or 5. The need for videotapes, according to one professor, was "so students can listen to spoken Hindi and simulate the tones and intonation of the language." The majority of professors agreed that videotapes should depict culturally relevant topics and include authentic language and situations.

The need for beginning-level textbooks was almost equal to that for videotapes. Six professors rated the need at 4 or 5. Commenting on the desired orientation of the textbooks, one professor called for a basic textbook with authentic conversations and reading materials which are accompanied by slides and videotapes. Another professor stated the need for textbooks where each concept is clearly explained and followed by examples.

Computer courseware was also rated with near equal need to that of videotapes. On the whole, professors desired programs which include basic grammar, vocabulary drills, flashcards, and script work.

Reading texts and audiotapes were rated with high need. One professor noted that reading texts should be required so students can learn reading strategies. Audiotapes would help with accents and the pronunciation of the stress on words.

Dictionaries were needed for all three levels. One professor called for a basic dictionary of 5-6,000 words for English users and which includes grammatical information. Another professor stated: "Of course there is no adequate dictionary for Hindi. Greater coverage is needed of new words, much more information about grammatical usage, more idiomatic usages—everything that goes into a bilingual dictionary."

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	5	1	1	0	1
Student reference grammar	3	0	1	0	2
Reading texts	4	1	1	1	0
Dictionaries	2	3	0	2	0
Business language material	1	0	1	1	1
Audiotapes	4	2	1	0	0
Videotapes	5	2	1	0	0
Computer courseware	5	1	0	0	0
Other					

Intermediate Level

Videotapes were again reported to be in the greatest need according to professors. Five professors rated the need at 4 or 5. Similar comments were made as to the desired orientation to those comments reported for the beginning level. Authenticity in language and culturally relevent topics were suggested for the development of videotapes.

Reading texts were next in the level of need for intermediate Hindi-Urdu. Three professors rated the need at 5. One professor desired the reading texts to focus more on Urdu. The readers, according to the professor, should serve as an "introduction to the Urdu script for students who are learning Hindi through the Devanagari script. These should include basic reading texts which are at a level similar to that of Hindi intermediate courses."

The need for audiotapes was rated four times at 4 or 5. Similar comments were made to the desired orientation as those made for the beginning level. The purpose of audiotapes, according to one professor, is to help students with accents and the pronunciation of the stress on words.

Four professors rated the need for intermediate textbooks at 3 or higher. One professor noted the deficiency of current intermediate textbooks which are "bookish and mechanical" and are "appropriate only for highly intelligent young adults." Another professor commented: "above the intermediate level, no satisfactory textbook exists." Most professors agreed with the suggestion that intermediate textbooks should be more communicative and include, "more proficiency-based drills and less glossary."

Dictionaries were needed for all three levels. One professor called for a basic dictionary of 5-6,000 words for English users and which includes grammatical information. Another professor stated: "Of course there is no adequate dictionary for Hindi. Greater coverage is needed of new words, much more information about grammatical usage, more idiomatic usages—everything that goes into a bilingual dictionary."

One professor reported the need (5) of proficiency-oriented drills in the form of a grammar workbook for Intermediate Hindi with exercises. The professor commented: "Such a workbook will be very helpful to improve oral fluency of students and will improve their communicative skills."

Summary of Intermediate-Level Material Needs

Materials	**5-H**	**4**	**3**	**2**	**1-L**
Intermediate textbooks	2	1	1	0	1
Student reference grammar	1	0	0	1	1
Reading texts	3	0	0	0	2
Dictionaries	2	0	1	1	0
Business language material	1	0	0	1	1
Audiotapes	2	2	0	0	1
Videotapes	3	2	0	2	0
Computer courseware	2	1	0	1	1
Other: grammar workbook	1	0	0	0	0
proficiency-oriented drills	1	0	0	0	0

Advanced Level

At the advanced level, professors cited the greatest need for audiotapes. Four professors rated the need at 5. The subject matter of the tapes, as desired by professors, include the following: folk songs and phone conversations, Urdu poetry, Ghazals, and tapes of plays.

Three professors rated the need for videotapes at 5. Videotapes featuring indigenous films with appropriate commentary was desired by one professor. Another professor noted that the tapes should cover topics from both India and Pakistan. On the whole, culturally relevent tapes were desired.

Advanced textbooks and reading texts were cited with near equal need. Advanced textbooks, like intermediate textbooks, were labeled "bookish" and calls were made for materials which do not "grade everything to the academic pyramid." The same professor went on to request textbooks that are more business oriented, and which display a variety of reflections of the indigenous culture. Another professor commented: "Advanced textbooks need to have an integrated component of advanced grammar, word order, lexicon, etc. More emphasis should be placed on writing and developing a sense of style." For the reading texts, professors called for literary readers with glossaries, grammar and sociolinguistic notes, and exercises. The readers should also be used to teach students how to read the scripts (top-down and bottom-up strategies).

Dictionaries were needed for all three levels. One professor called for a basic dictionary of 5-6,000 words for English users and which includes grammatical information. Another professor stated: "Of course there is no adequate dictionary for Hindi. Greater coverage is needed of new words, much more information about grammatical usage, more idiomatic usages—everything that goes into a bilingual dictionary."

Computer courseware was rated twice at 5. Interactive computer courseware was desired by professors and programs which include grammar drills and multiple reading activities.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	2	2	0	0	0
Student reference grammar	1	0	1	1	0
Reading texts	2	2	0	1	0
Dictionaries	2	0	1	1	0
Business language material	1	0	0	1	1
Audiotapes	4	0	1	1	0
Videotapes	3	1	1	1	0
Computer courseware	2	0	0	3	0
Other					

Hindi-Urdu: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Hindi-Urdu. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Fourteen professors identified and rated the overall needs for Hindi-Urdu. Textbooks for the beginning and intermediate levels were cited as a high priority by professors. They were listed 11 times and received ratings of 4 and 5. Most professors called for basic textbooks. Other desired orientations included textbooks with grammars, more communicative materials, and textbooks that specialize in conversation and listening skills.

Audio and visual materials were also cited with some frequency by professors. Combined, these materials were listed 12 times for all levels of instruction. They were rated at 4 and at 5.

Intermediate and advanced readers were mentioned six times by professors and received ratings of 4 or 5. Computer courseware, generally for the lower levels of instruction, were also listed six times.

One professor stated that the programs should be user interactive and mainly focus on grammar comprehension.

A complete dictionary and advanced-level reference grammar were each cited once and rated at 5.

Hindi-Urdu: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Thirteen program/center directors reported offering Hindi-Urdu language instruction at their institutions. Hindi-Urdu was mentioned by five directors as a most important language in terms of materials development needs, the highest in the South Asia world area. Tamil was represented with the second highest number (4).

Two program center directors indicated a need for development of intermediate and advanced textbooks and audiovisual materials. One of the directors rated the need at 4, the other gave a rating of 3. The need for development of computer courseware and dictionaries at this level was also reported by program/center directors, and their need was rated at 4 and 5.

Hindi-Urdu: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

John T. Roberts of the University of Virginia, in addition to his personally developed and unpublished textbooks of Hindi, is working on computer software to accompany these books. The program is used on the Macintosh as vocabulary/flashcard instruction. Mr. Roberts is also working on a dictionary of Hindi in a *HyperCard* format.

Afroz Taj of the University of Virginia is preparing a beginning grammar text with readings after each lesson. In addition to the textbook, Mr. Taj is working on teaching materials which will cover both Hindi and Urdu. Tejinder Singh of Stanford University is also working on a basic textbook covering all grammar concepts with examples and worksheets.

Surendra K. Gambhir of the University of Pennsylvania is working on videotaped interviews with native Hindi speakers as well as computer-assisted instruction materials.

Vijay Gambhir of the University of Pennsylvania is working with ACTFL in developing reading and listening materials.

Usha Jain of the University of California-Berkeley is revising and expanding *First Year Hindi Grammar Workbook* to include grammar explanations with drills and exercises, accompanying audiotapes and an introduction to Devanagari script. Ashok Koul of Brown University is also working on a beginning-level textbook for Hindi.

Bruce R. Pray of the University of California-Berkeley is developing a number of materials for Urdu. The first is an introduction to the Urdu script through Devanagari using basic readings. Mr. Pray is also trying to include videotapes of someone writing Urdu, and an introduction to the calligraphic side of the Urdu script.

Franklin C. Southworth of the University of Pennsylvania is developing additional proficiency-oriented drills to accompany the *New Directions, New People* materials.

Satti Khanna of Duke University is preparing an annotation of the Hindi film *Khandhar*. This material is recommended for the intermediate level.

For other information on the teaching of Hindi-Urdu in this country, contact the Southern Asian Institute at Columbia University. The institute publishes the "Inventory of Language Materials" for Hindi-Urdu, Bengali, Nepali, and Tamil. Besides instructional materials, testing materials, evaluations, language programs, centers of study and other resources are listed.

World Area: South Asia
Language: Marathi

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the l990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

South Asia World Area

NFLRC received 69 LCRs and 12 PDQs for the South Asia world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

- Bengali (5)
- Gujarati (3)
- Hindi/Urdu (28)
- Marathi (4)
- Nepali (9)
- Pashto (4)
- Punjabi (5)
- Sinhala (4)
- Tamil (7)

See Appendix D for a list of institutions by language participating in the survey.

Marathi: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-10 or Q7-10)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Four LCRs from two institutions were completed for the Marathi language. Marathi was represented with the second lowest number of LCRs in the Southeast Asia world area; Pashto and Sinhala were also represented with four LCRs.

Marathi: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed two LCRs for beginning-level Marathi.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of beginning-level textbooks:

- *Learning Marathi* by Kalyan Kale and Anjali Soman (Pune, Shri Vishakha Prakashan: 1986). This textbook was rated very useful.
- *Marathi Structural Patterns*, 6 vols., by Maxine Berntsen and Jai Nimbkar (Philadelphia, University of Pennsylvania, South Asia Center: 1983). This textbook is reported to have accompanying readers which the professor also reports using. The materials were rated very useful by both professors.
- *Spoken Marathi: Book I* by Naresh B. Kavadi and Franklin C. Southworth (Philadelphia, University of Pennsylvania Press: 1968). This text was rated useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. One professor reported using locally-prepared audiotapes to accompany the *Spoken Marathi* textbook. These materials can be made available to other Marathi language programs through the University of Pennsylvania, South Asia Regional Studies Department. The other professor for Marathi from Carleton College reported the use of locally-prepared audiotapes as well. The tapes dealt with "Marathi language situations," and can eventually be made available to other institutions.

Videotapes

Question 9 asked professors to list other audiovisual materials used. One of the two professors mentioned the use of a videotape geared toward beginning-level conversation made by Bhaskar and Meena Chanmavarkar and Philip Eng-Blom, and a videotape on street directions which was put together by Maxine Berntsen. For more information, contact Carleton College.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor reported the use of computer courseware at the beginning level.

Intermediate and Advanced Levels

Professors completed two LCRs for intermediate- and advanced-level Marathi.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor reported using *Marathi Structural Patterns* and the accompanying readers (cited previously) in the intermediate- and advanced-Marathi instruction. The textbook was rated as very useful. The professor also reported using the textbook *Spoken Marathi, II* (cited previously). This text was rated useful.

Audiotapes, Videotapes and Computer Courseware

Questions 8-11 asked professors to list audiotapes, other audiovisual materials and technology currently used. No professor reported the use of these materials at these levels of instruction.

Marathi: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning and Intermediate Levels

Professors of Marathi reported a high need for audiotapes to accompany a basic textbook. The professor indicated a desire for audiotapes containing ample "communicatively-oriented drills designed to provide practice in a variety of real life situations."

One professor indicated that the beginning-level textbook by Berntsen and Nimbkar should be reprinted. Both professors reported a high need (4 or 5 on the scale used) for a Marathi student reference grammar.

The need for a basic dictionary of 5,000-6,000 high frequency words including grammatical information was also rated as a high need for beginning Marathi.

Summary of Beginning- and Intermediate-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	0	0	1	0	0
Intermediate textbooks	0	0	1	0	0
Student reference grammar	0	1	0	0	0
Reading texts	0	0	0	0	0
Dictionaries	1	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	0	2	0	0	0
Computer courseware	0	0	0	0	0
Other: communicatively-oriented drills	1	0	0	0	0

Advanced Level

In addition to the similar needs as those reported for the beginning and intermediate levels (see above sections for details) the professor reported a high need for development of advanced-level Marathi textbooks and student reference grammars. No desired orientation was given for these materials.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	0	1	0	0	0
Student reference grammar	0	1	0	0	0
Reading texts	0	0	0	0	0
Dictionaries	1	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	0	1	0	0	0
Computer courseware	0	0	0	0	0
Other					

Marathi: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Marathi. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Two professors identified and rated the overall needs for the Marathi language. Four materials in all were listed. They included: a dictionary, videotapes for all levels of use, interactive computer courseware at the beginning level, and proficiency-oriented drills. All four materials were each cited once and rated at 5.

Marathi: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Two program/center directors reported offering Marathi language instruction at their institutions. Marathi was not mentioned by directors as a most important language in terms of materials development needs. Pashto and Punjabi were other two languages in the South Asia world area which did not receive ratings of most important language. Hindi-Urdu was represented with the highest number of ratings (5) and Tamil was represented with the second highest number (4).

Marathi: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

One professor reported that Marathi was also being taught by Dr. Maxine Berntsen at Lawrence University in Appleton, Wisconsin.

Another book in the works for Marathi was "A Grammar of the Marathi Language," by Rajeshwari Pandharipande. The book, at the time of the survey, was to be published in 1993 by Routledge under the Series (Comrie, B.Ed) on Descriptive Grammars.

World Area: South Asia
Language: Nepali

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

South Asia World Area

NFLRC received 69 LCRs and 12 PDQs for the South Asia world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Bengali (5)
Gujarati (3)
Hindi/Urdu (28)
Marathi (4)
Nepali (9)
Pashto (4)
Punjabi (5)
Sinhala (4)
Tamil (7)

See Appendix D for a list of institutions by language participating in the survey.

Nepali: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-10 or Q7-10)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Nine LCRs from three institutions were completed for the Nepali language. Nepali was represented with the second highest number of LCRs in the South Asia world area; Hindi-Urdu was represented with the highest number (28) of LCRs and Gujarati the lowest (3).

Nepali: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed three LCRs for beginning-level Nepali.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of beginning-level textbooks:

- *A Beginner's Primer for Nepali*, Part I, by Banu and Shambhu Oja (Ithaca, South Asia Program, Cornell University: 1992). This textbook is available through Cornell University, Department of Modern Language and Linguistics. It was rated very useful.
- *Mahendra Mālā Kakṣā (The Structure of Spoken Nepali)*, Part I, by Krishna Pradhan (Madison, Department of South Asian Studies, University of Wisconsin: 1989). This book was rated useful and very useful.
- *A Practical Guide to the Script and Pronunciation of the Nepali Language* by Krishna Pradhan (Madison, Department of South Asian Studies, University of Wisconsin: 1989). This book was rated useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Professors reported using locally-prepared audiotapes which accompany the textbooks cited previously. The audiotapes which accompany the textbook *A Beginner's Primer to the Nepali Language* are available to other Nepali language programs through Cornell University, Department of Modern Languages and Linguistics.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. One professor reported using "videotapes, movies and slides, available at South Asian Program, Cornell University." No titles of audiovisual materials were given.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor reported the use of computer courseware at the beginning level.

Intermediate Level

Professors completed three LCRs for intermediate-level Nepali.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Three textbooks were listed at this level of instruction:

- *Intermediate Nepali Structure; Intermediate Nepali Reader* by Manindra K. Verma and Tara N. Sharma (New Dheli, Manohar Publishers: 1979). This textbook was used by two professors and rated useful and very useful.
- *The Structure of Spoken Nepali*, vol. II, by Krishna B. Pradhan (Madison, University of Wisconsin: 1980). This book was rated very useful.
- *Intermediate and Advanced Reader* compiled by Shambhu Oja of Cornell University. These materials were rated very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The textbook *Intermediate Nepali Structure* is accompanied by audiotapes available through the University of Wisconsin-Madison Language Lab in Van Hise Hall.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Although videotapes, movies, and slides were reported to be in use at this level, the titles of these materials were not included.

Computer Courseware

Questions 10-11 asked professors to list technology currently used. Professors did not report the use of computer courseware at the intermediate level.

Advanced level

Professors completed three LCRs for advanced-level Nepali.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of textbooks and novels used at the advanced level:

- *The Structure of Spoken Nepali* (cited previously) was also used at the advanced level of instruction.
- *Mana* by Lila Dhwaj Thapa (Lalitpur (Kathmandu), Saajaa Publications: 1968). This novel was rated very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Professors did not report the use of audiotapes at the advanced level.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Although videotapes, movies and slides were reported to be in use at this level, the titles of these materials were not included.

Computer Courseware

Questions 10-11 asked professors to list technology currently used. Professors did not report the use of computer courseware at the advanced level.

Nepali: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

At the beginning level, videotapes were reported to be in greatest need of development. Videotapes were rated twice at 5. It was noted by professors that any new materials should be mainly "of Nepali life," and include "segments from authentic programs." Reviewer Manindra Verma adds that "available video materials involving real-life situations such as movies or TV plays ought to be compiled, transcribed, and structured for instructional purposes."

Two professors rated the need for audiotapes at 5. According to professors, audiotapes should include: conversations, drills, authentic segments for different levels of learners. Manindra Verma stated that "apart from audiotapes closely related to textbooks, there ought to be audiotapes that promote listening comprehension and their format has to be different."

A beginning-level textbook was rated by one professor at 5. In addressing the need for a basic textbook, the professor recommended the "inclusion of authentic texts, and proficiency-based exercises."

Reading texts were also rated at 5, and according to one professor, should include "stories, and essays graded for different levels of learners."

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	1	0	1
Student reference/grammar	0	1	1	0	1
Reading texts	1	0	1	0	1
Dictionaries	1	0	1	1	0
Business language material	1	0	0	1	0
Audiotapes	2	0	0	1	0
Videotapes	2	1	0	0	0
Computer courseware	1	1	0	0	1
Other					

Intermediate Level

As in the beginning level, audiotapes and videotapes were in greatest need of development at the intermediate level. The desired orientation of these materials is the same as reported in the previous section. One professor added that videotapes include "situations in Nepal."

The need for intermediate-level textbooks was rated once at 5. One professor reported a need for texts with complex grammar structures, while another emphasized the need for "authentic texts and proficiency-based exercises."

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	1	0	1	0	0
Student reference/grammar	0	1	0	1	0
Reading texts	1	0	0	0	1
Dictionaries	1	1	0	0	0
Business language material	1	0	0	1	0
Audiotapes	2	0	0	0	0
Videotapes	2	0	0	0	0
Computer courseware	1	0	0	1	0
Other					

Advanced Level

Two professors reported on the needs of the advanced level. An advanced-level textbook, rated highly by both professors, should include "analyses of vocabulary, complex constructions, and the scope of negatives."

Professors made no more comments which addressed specifically advanced-level needs.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	1	1	0	0	0
Student reference/grammar	0	1	1	0	0
Reading texts	1	0	1	0	0
Dictionaries	1	0	0	1	0
Business language material	1	0	0	1	0
Audiotapes	2	0	0	0	0
Videotapes	2	0	0	0	0
Computer courseware	1	1	0	0	0
Other					

One of the reviewers of this report commented that "apart from standard resources such as textbooks, pedagogical grammars, and reading texts, we also need audiotapes and videotapes, dictionaries and text materials." She made the following points about the need for dictionaries: "1) an effective dictionary in a South Asian language ought to incorporate useful information about the constructions in which items appear, and 2) that there should be work done on an English-Nepali dictionary at some stage."

Nepali: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Nepali. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Three professors identified and rated the overall needs for the Nepali language. An intermediate textbook was cited by two professors and rated at 5. A beginner textbook and an advanced reader were each listed once and also rated at 5.

Other materials cited include: a dictionary and audiotapes and videotapes for the beginning-level. All three materials were rated at 5.

Nepali: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Five program/center directors reported offering Nepali language instruction at their institutions. Nepali was mentioned by two directors as a most important language in terms of materials development needs. In the South Asia world area, Hindi-Urdu was represented with the highest number of most important language ratings (5) and Tamil with the second highest number (4).

One director indicated a high need for development of textbook and supplementary audiovisual materials for all levels of Nepali instruction. The second program director reported a need for the development of a beginning-level Nepali textbook.

Nepali: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Dr. Shambhu Oja at the South Asia Program at Cornell University reported on two books which have been developed by the program. These are: *Nepali: A Beginner's Primer; Conversation and Grammar, Part I* by Banu and Shambhu Oja, and a *Nepali-English/English-Nepali Glossary* by Shambhu Oja, Banu Oja and Elisabeth Uphoff. The tapes that go along with these texts are available from the language lab of the Department of Modern Languages and Linguistics at Cornell.

Professor Manindra Verma of the University of Wisconsin-Madison is currently at work on a collection of stories with grammar notes and a glossary, as well as audiotapes for *The Structure of Spoken Nepali.*

Professor Herman Van Ophen of the University of Texas-Austin is reported to be working with Mr. Kamal Adhikary (University of Texas-Austin) on a Nepali/English-English/Nepali dictionary.

A collection of stories is reportedly in progress by Krishna Pradhan.

For other information on the teaching of Nepali in this country, contact the Southern Asian Institute at Columbia University. The institute publishes the "Inventory of Language Materials" for Hindi-Urdu, Bengali, Nepali, and Tamil. Besides instructional materials, testing materials, evaluations, language programs, centers of study and other resources are listed.

World Area: South Asia
Language: Pashto

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

South Asia World Area

NFLRC received 69 LCRs and 7 PDQs for the South Asia world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Bengali (5)
Gujarati (3)
Hindi/Urdu (28)
Marathi (4)
Nepali (9)
Pashto (4)
Punjabi (5)
Sinhala (4)
Tamil (7)

See Appendix D for a list of institutions by language participating in the survey.

Pashto: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-10 or Q7-10)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Four LCRs from two institutions were completed for the Pashto language. One LCR was completed only as far as the needs for materials development were concerned. Pashto was represented with the second lowest number of LCRs in the Southeast Asia world area; Hindi-Urdu was represented with the highest number of LCRs and Gujarati with the lowest.

Pashto: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

One LCR was completed for beginning-level Pashto.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor did not report using a textbook at the beginning level.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor reported the use of a set of audiotapes entitled *Pashto Basic Course* (Monterey, Defense Language Institute, Foreign Language Center: 1986). The reviewer of this report, Barbara Robson, stated that these tapes accompany a textbook of the same name.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. The professor did not report the use of either of these materials at the beginning level.

Intermediate Level

One LCR was completed for intermediate-level Pashto.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor did not report using a textbook at the intermediate level.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor reported the use of a set of audiotapes entitled *Pashto Basic Course* (Monterey, Defense Language Institute, Foreign Language Center: 1986). The reviewer of this report, Barbara Robson, stated that these tapes accompany a textbook of the same name.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. The professor did not report the use of either of these materials at the beginning level.

Advanced Level

One LCR was completed for advanced-level Pashto.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor did not report using a textbook at the intermediate level.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor reported using locally-prepared audiotapes containing "words, phrases and dialogues, and texts from class." These tapes are not available to other Pashto language programs.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. The professor did not report the use of either of these materials at the beginning level.

Pashto: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

The need for supplemental videotapes was rated at 5 by both professors. One professor commented that "the need for culture content is very high, simple videotapes of Pashtun life would be invaluable."

The need for student reference grammars and audiotapes were rated highly by both professors. One professor commented, "there are no modern reference grammars for Pashto," and suggested that any developed be "aimed at the unsophisticated language learner." As for audiotapes, the same professor stated that as Pashto teachers are hard to find this makes "audiotapes of any orientation valuable."

One professor reported the need for beginner textbooks which include ample grammar and drills, and which would be entirely in Arabic script. The reviewer of this report, Barbara Robson, mentioned her recently developed textbooks which cover not only the beginning level but the intermediate and advanced levels as well.

One professor requested that movies, TV dramas and news reels be made available on videotape for Pashto language instruction. The reviewer of this report indicated that such materials do not exist.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	0	0	0
Student reference grammar	1	1	0	0	0
Reading texts	0	0	2	0	0
Dictionaries	1	0	1	0	0
Business language material	0	0	0	1	1
Audiotapes	1	1	0	0	0
Videotapes	2	0	0	0	0
Computer courseware	0	0	0	1	1
Other					

Intermediate Level

Intermediate textbooks and videotapes, as at the beginning level, received high needs ratings for the intermediate level. Again, it is not sure if this professor was aware of the Pashto textbook series developed by the Center for Applied Linguistics in 1991.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	1	0	0	0	1
Student reference grammar	1	1	0	0	0
Reading texts	0	0	2	0	0
Dictionaries	1	0	1	0	0
Business language material	0	0	0	1	1
Audiotapes	1	1	0	0	0
Videotapes	2	0	0	0	0
Computer courseware	0	0	0	1	1
Other					

Advanced Level

Similar needs were identified by professors in the advanced level as were reported in the beginning and intermediate levels. Comments as to the desired orientation of these materials can be found in the previous two sections. One professor reported a high need (5) for advanced-level textbooks which include some Arabic and Persian grammar pertinent to Pashto.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	1	0	0	0	1
Student reference grammar	1	1	0	0	0
Reading texts	0	0	2	0	0
Dictionaries	1	0	1	0	0
Business language material	0	0	0	1	1
Audiotapes	1	1	0	0	0
Videotapes	2	0	0	0	0
Computer courseware	0	0	0	1	1
Other					

Pashto: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Pashto. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One professor identified and rated the overall needs for the Pashto language. The two items cited were textbooks which include grammar and exercises for each level of instruction, and videotapes, also for all levels of instruction. Both were rated at 5.

Pashto: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

One program/center director reported offering Pashto language instruction at his institution. Pashto was not mentioned as a most important language in terms of materials development needs. Marathi and Punjabi were the other two languages in the South Asia world area which were not listed as most important languages. Hindi-Urdu was received the highest number of ratings (5) and Tamil was represented with the second highest (4).

Pashto: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Barbara Robson of the Center for Applied Linguistics has developed a "full set of beginning, intermediate and advanced Pashto texts" which are available through ERIC. At the moment, Ms. Robson is working on conversation tapes and a manual for her materials.

Benedictine Grima Santry of the University of Pennsylvania is also developing beginning and intermediate textbooks, grammars, drills and audiotapes.

World Area: South Asia
Language: Punjabi

Introduction

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- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
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The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

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Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

South Asia World Area

NFLRC received 69 LCRs and 7 PDQs for the South Asia world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Bengali (5)
Gujarati (3)
Hindi/Urdu (28)
Marathi (4)
Nepali (9)
Pashto (4)
Punjabi (5)
Sinhala (4)
Tamil (7)

See Appendix D for a list of institutions by language participating in the survey.

Punjabi: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Five LCRs from two institutions were completed for the Punjabi language. Punjabi was represented with the fourth highest number of LCRs in the Southeast Asia world area; Bengali was also was represented with four LCRs.

Punjabi: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed two LCRs for beginning-level Punjabi.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of beginning-level textbooks:

- *An Intensive Course in Punjabi* by Motia Bhatia (Mysore, Central Institute of Indian Languages: 1985). This textbook was given one rating of very useful and one rating of useful. The reviewer, Mann, commented that *An Intensive Course in Punjabi* is now out of print.
- *Panjabi Reader* by Ved Prakash Vatuk (Colorado State University, Research Foundation, Fort Collins, Colorado: 1964). This textbook was rated useful by one professor.
- *Punjabi* by C. Shackle (London, Teach Yourself Books: 1972). This text was rated less useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Only one of the professors reported using audiotapes. The professor reported using locally-prepared audio recordings of reading texts. These tapes are not available to other Punjabi language programs as they are reported to have "quite poor audio quality."

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Neither professor reported using audiovisual material in their courses. One professor reported that movies are available, but "their language is much beyond our students" at beginning and intermediate levels.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. Professors did not report the use of these materials at the beginning level.

The reviewer of this report commented that "we do have computer systems that use gurmukhi, the script in which Punjabi is traditionally written, but there has been no effort to use the computer technology to help teach Punjabi."

Intermediate Level

Professors completed two LCRs for intermediate-level Punjabi.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." One professor did not report the use of a textbook at this level of instruction, while the second professor reported using the three textbooks cited previously for beginning-level instruction.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Both professors reported using locally-prepared audiotapes of class readings. A professor from Columbia University (MELAC) offered to make the recordings available to other Punjabi language programs.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Only one professor reported using audiovisual materials at the intermediate level. This professor used portions of commercial films in Punjabi which are available on videotape. As for pedagogical audiovisual materials, the reviewer of this report stated that there are no "worthwhile audiovisual materials" available at this level.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. Professors did not report the use of these materials at the beginning level.

Reviewer Mann commented that "we do have computer systems that use gurmukhi, the script in which Punjabi is traditionally written, but there has been no effort to use the computer technology to help teach Punjabi."

Advanced Level

One LCR was completed for advanced-level Punjabi.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor did not report the use of a textbook at the advanced level.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor reported that locally-prepared audiotape recordings of class readings are being developed. These tapes are available for other Punjabi language programs through Columbia University.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Only one professor reported using audiovisual material at the advanced level. This professor used portions of commercial films in Punjabi which are available on videotape. As for pedagogical audiovisual materials, the reviewer of this report stated that there are no "worthwhile audiovisual materials" available at this level.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. Professors did not report the use of these materials at the advanced level.

Reviewer Mann commented that "we do have computer systems that use gurmukhi, the script in which Punjabi is traditionally written, but there has been no effort to use the computer technology to help teach Punjabi."

Punjabi: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

Both professors reported a high need (two ratings of 5) for the development of basic textbooks. The professors reported a desire for textbooks which are "communicative" and "practical". Both reported the need for mechanical exercises and drills oriented towards functional language use.

Both professors also reported a high need (two ratings of 5) for audiotapes to accompany the textbooks. The audiotapes need to be oriented towards realistic language use, "phone conversations, dialogues, etc."

Videotapes and dictionaries were each rated once at 5. The desired orientation of these materials was not provided.

Summary of Beginning-Level Material Needs

Materials	**5-H**	**4**	**3**	**2**	**1-L**
Beginning textbooks	2	0	0	0	0
Student reference grammar	0	0	0	0	0
Reading texts	0	0	0	0	0
Dictionaries	1	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	2	0	0	0	0
Videotapes	1	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Intermediate Level

Intermediate-level textbooks and dictionaries were each rated once at 5. According to professors, the textbooks should include ample reading material and emphasize communicative skills. One professor reported the need for dictionaries which include etymologies.

Realistic audiotapes of conversations and functional situations, and authentic videotape material of plays, T.V. programs, and interviews are desired for the intermediate level. The reviewer of this report stated that there is no "worthwhile audiovisual material available" at the intermediate level.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	1	0	0	0	0
Student reference grammar	0	0	0	0	0
Reading texts	0	0	0	0	0
Dictionaries	1	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	1	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Advanced Level

The one professor teaching advanced-level Punjabi reported a high need for reading texts. This professor requested reading texts of "literary material indicating the finer elements of language and culture."

There was also a reported need for advanced-level dictionaries which include etymologies.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	0	0	0	0	0
Student reference grammar	0	0	0	0	0
Reading texts	1	0	0	0	0
Dictionaries	1	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	0	0	0	0	0
Videotapes	0	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Punjabi: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Punjabi. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Two professors identified and rated the overall needs for the Punjabi language. A basic textbook and audiotapes, both for the beginning level, were cited by both professors and rated at 5.

At the intermediate level, videotapes, a basic textbook, and audiotapes to accompany the book were all listed once and rated at 5. Advanced reading materials were also listed once and rated at 5.

Punjabi: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Five program/center directors reported offering Punjabi language instruction at their institutions. Punjabi was mentioned by one director as a most important language in terms of materials development needs. In the South Asia world area, Hindi-Urdu was represented with the highest number of ratings (5) and Tamil was represented with the second highest number (4).

The director who mentioned Punjabi as a most important language, stated the need of textbooks and supplementary audiovisual materials for all three levels of instruction.

Commenting on the low number of mentions of Punjabi as a most important language, reviewer Mann notes the "relatively recent growth in the teaching of Punjabi in the United States." He continues: "until the mid-1980's, the teaching of Punjabi was not available in any United States university. However, the past five years tell a different story." Mann also reported that there is "a fairly large Punjabi-speaking immigrant community in the United States, with large numbers of South Asian Muslims from the Punjab in Pakistan, and practically a half-million Sikhs from the Indian Punjab."

Punjabi: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Gurinder Singh Mann of Columbia University has plans to develop a set of exercises at the beginning level that "will emphasize the practical used of Punjabi for a foreign learner." Other materials include an "anthology of reading materials" at the intermediate level. Mr. Mann believes the material "will bring the cultural nuances in day to day settings."

World Area: South Asia
Language: Sinhala

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the I990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

South Asia World Area

NFLRC received 69 LCRs and 7 PDQs for the South Asia world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

- Bengali (5)
- Gujarati (3)
- Hindi/Urdu (28)
- Marathi (4)
- Nepali (9)
- Pashto (4)
- Punjabi (5)
- Sinhala (4)
- Tamil (7)

See Appendix D for a list of institutions by language participating in the survey.

Sinhala: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Four LCRs from two institutions were completed for the Sinhala language. Sinhala was represented with the second lowest number of LCRs in the Southeast Asia world area; Pashto and Marathi were also represented with four LCRs.

Sinhala: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed two LCRs for beginning-level Sinhala.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of beginning-level textbooks:

- *Colloquial Sinhalese* by G.H. Fairbanks, James W. Gair and M.W.S. De Silva (Ithaca, Cornell University, South Asia Program: 1981). This textbook was rated very useful.
- *Readings in Colloquial Sinhala* by James W. Gair, W.S. Karunatillake and John Paolillo (Ithaca, Cornell University, South Asia Program: 1987). This textbook was also rated very useful.
- *An Introduction to Spoken Sinhala* by W.S. Karunatillake (Colombo, Gunasena: 1992). The book is said to include "fifteen lessons with conversations, grammars, exercises, and glossary (Sinhala/English-English/Sinhala), a summary of verb and noun inflections, and a grammatical index."

Audiotapes

Question 8 asked professors to list audiotapes currently used. One professor reported using the audiotapes which accompany the textbooks cited previously.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. No professor reported the use of these materials at the beginning level.

Intermediate Level

Professors completed two LCRs for intermediate-level Sinhala.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Professors reported the use of two textbooks at the intermediate level:

- *Literary Sinhala* by James W. Gair and W.S. Karunatillake (Ithaca, Cornell University, South Asia Program: 1990). This textbook was rated very useful and is currently in photocopied form.
- *Formal Spoken Reader* by James W. Gair and W.S. Karunatillake (Ithaca, Cornell University, South Asia Program: 1974). This textbook was also rated very useful.

Audiotapes, Videotapes, and Computer Courseware

Questions 8-11 asked professors to list audiotapes, other audiovisual materials and technology currently used. No professor reported the use of these materials at this level of instruction.

Sinhala: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- basic, intermediate, or advanced level textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

All but two of the eight materials were reported by both professors to be in great need of development. Supplemental material such as audiotapes, videotapes, computer courseware, reference books, and dictionaries were given high need ratings. One professor requested computer courseware that provides general grammar practice and tutorials on the script. The other professor indicated that audiotapes should be "more communicative, and more authentic, eg., radio dramas." No desired orientation was reported for any other material.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	0	1	1	0	0
Student reference grammar	2	0	0	0	0
Reading texts	2	0	0	0	0
Dictionaries	2	0	0	0	0
Business language material	0	1	0	0	0
Audiotapes	2	0	0	0	0
Videotapes	2	0	0	0	0
Computer courseware	2	0	0	0	0
Other					

Intermediate Level

Audiovisual material, computer courseware, dictionaries, and student reference grammars were given high needs ratings at the intermediate level. As can be seen on the following table, the need for textbooks at this level was rated at 3.

The desired orientation of these materials was not provided.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	0	0	1	1	0
Student reference grammar	2	0	0	0	0
Reading texts	1	0	0	0	0
Dictionaries	2	0	0	0	0
Business language material	0	1	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	2	0	0	0	0
Computer courseware	2	0	0	0	0
Other					

Sinhala: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Sinhala. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Two professors identified and rated the overall needs for the Sinhala language. Both professors listed a complete dictionary and rated the need at 5. Other materials cited include: beginning-level audiotapes, intermediate videotapes, and a complete reference grammar. All of these materials were listed once and rated at 5.

Sinhala: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Two program/center directors reported offering Sinhala language instruction at their institutions. Sinhala was mentioned by one director as a most important language in terms of materials development needs. In the South Asia world area, Hindi-Urdu received the highest number of ratings (5) and Tamil received the second highest number (4).

The director who mentioned Sinhala as a most important language stated the need for intermediate textbooks. The need was rated at 4.

Sinhala: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

James Gair of Cornell University is developing a number of materials including a formal spoken reader, a newspaper reader, a reference grammar and proficiency conversations.

John Paolillo of the University of Texas at Austin has plans to develop software for Sinhala.

W.S. Karunatillake of the University of Kelaniya, Sri Lanka, was reportedly developing advanced readers.

World Area: South Asia
Language: Tamil

Introduction

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- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
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The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

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Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

South Asia World Area

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Bengali (5)
Gujarati (3)
Hindi/Urdu (28)
Marathi (4)
Nepali (9)
Pashto (4)
Punjabi (5)
Sinhala (4)
Tamil (7)

See Appendix D for a list of institutions by language participating in the survey.

Tamil: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Seven LCRs from four institutions were completed for the Tamil language. Tamil was represented with the third highest number of LCRs in the Southeast Asia world area; Hindi-Urdu was represented with the highest number of LCRs and Gujarati with the lowest.

Tamil: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed three LCRs for beginning-level Tamil.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of beginning-level textbooks:

- *Beginning Tamil*, parts I and II, by Kausalya Hart (Berkeley, The University of California: 1991). This textbook was rated twice as useful.
- *An Intensive Course in Tamil* by S. Rajaram (Mysore, India, Central Institute of Indian Languages: 1979). This textbook was rated useful.
- *A Grammar of Spoken Tamil* by Harold Schiffman (Madras, Christian Literature Society: 1979). This textbook was also rated useful.
- *Basic Tamil Reader and Grammar* by K. Paramasivam and James Lindholm (Chicago, University of Chicago: 1980). This text was rated useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The two professors who were using the textbook *Tamil for Beginners* used the accompanying audiotapes as well. One professor from Stanford University supplements these tapes with personally-designed tapes. The professor reported that these locally-prepared tapes could be made available to other Tamil instruction programs.

The professor using S. Rajaram's textbook reported using the accompanying audiotape. This professor from the University of Washington also uses personally-designed tapes, and is willing to make them available to other Tamil instruction programs.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. One professor mentioned "movies along with the transcripts" which are available at the University of California, Berkeley (Kausalya Hart) or the University of Chicago (James Lindholm). The third professor reported using videotaped conversations between men and women, but gave no reference for the materials.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. Professors did not report the use of computer courseware at the beginning level.

Intermediate Level

Professors completed two LCRs for intermediate-level Tamil.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Both professors reported using the same textbooks that were cited for beginning-level instruction. *An Intensive Course in Tamil* by S. Rajaram and *A Basic Tamil Reader and Grammar* by K. Paramasivam and James Lindholm were rated very useful at the intermediate level.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor using S. Rajaram's textbook *An Intensive Course in Tamil* reported using its accompanying audiotapes. This professor also reported using locally-prepared *Radio Play Reader Tapes* which are available from the Language Lab at the University of Washington-Seattle. The second professor used the audiotapes which accompany *A Basic Tamil Reader and Grammar.*

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. One professor mentioned "movies along with the transcripts" which are available at the University of California, Berkeley (Kausalya Hart) or the University of Chicago (James Lindholm).

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. Professors did not report the use of computer courseware at the intermediate level.

Advanced Level

Professors completed two LCRs for advanced-level Tamil.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professors reported using three textbooks at the advanced level:

- *Reader for Advanced Spoken Tamil, Part I: Radio Plays* by Harold Schiffman (Seattle, University of Washington: 1971). This textbook was rated very useful.
- *The "Jim and Raja" Conversations* by E. Annamalai (Chicago, University of Chicago: 1980). This textbook was rated useful.
- *A Tamil Prose Reader* by R.E. Asher and R. Radhakrishnan (Cambridge, Cambridge University Press: 1971). This textbook was rated less useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor using the *Advanced Spoken Reader* reported using its accompanying audiotapes entitled *Radio Play Reader Tapes*. The professor using *The "Jim and Raja" Conversations* text uses its accompanying audiotapes as well.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. One professor reported using the movies at the advanced level classroom as in other levels. No other audiovisual materials were reported to used at the advanced level.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. Professors did not report the use of computer courseware at the advanced level.

Tamil: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

Videotapes received the highest rating for materials needed. All three professors rated the need for development of videotapes at 4 or 5. No specific orientation was given for development of these materials.

Computer courseware and business language materials were both rated twice at 5. A need was identified for business language materials which are oriented towards key vocabulary and emphasize spoken language. Reviewer Schiffman commented that it is unlikely that anyone needs to know Tamil to do business.

Reading texts and dictionaries were both rated once at 5. There is a reported need for reading texts which are "more authentic, more visually stimulating." No desired orientation was given for dictionaries.

The development of beginning textbooks was the third highest rated need. One professor rated the need at 5. The other two professors reported a low need, rating it at 1 and 2. A "communicative" orientation is reportedly desired.

Only one professor reported the need for audiotapes. The need was rated at 4. This low-priority rating may be due to the fact that two of the professors cited the use of locally-prepared audiotapes at their universities.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	0	1	1
Student reference grammar	0	1	1	0	0
Reading texts	1	0	0	0	1
Dictionaries	1	1	0	1	0
Business language material	2	0	0	0	0
Audiotapes	0	1	0	0	0
Videotapes	2	1	0	0	0
Computer courseware	2	0	0	0	0
Other					

Intermediate Level

Intermediate textbooks and student reference grammars each received the same rating, and were rated the highest in need at the intermediate level. Professors reported the need for communicative, task oriented textbooks.

Intermediate reading texts were rated the second highest need. One professor requested "more authentic reading" texts.

Business language materials and computer courseware were rated third, and each was rated once at 5. No desired orientation was given for these materials.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	1	0	1	0	0
Student reference grammar	1	0	1	0	0
Reading texts	1	0	0	0	1
Dictionaries	0	1	0	0	0
Business language material	1	0	0	0	0
Audiotapes	0	1	0	0	0
Videotapes	0	1	0	0	0
Computer courseware	1	0	0	0	0
Other					

Advanced Level

At the advanced level, textbooks and reading texts received the highest needs ratings. Each was rated once at 5. One professor reported the need for advanced-level textbooks that deal with "complex syntax, idioms and cultural material". The same professor identified the need for reading texts by modern writers which are "carefully glossed [and include] exercises in composition using structures from texts."

Business language materials and computer courseware were identified as the second highest need at the advanced level. Business material that emphasizes oral skills was reported for the desired orientation.

Dictionaries, audiotapes and videotapes each received one rating of 4. No desired orientation for these materials was given.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	1	0	0	0	1
Student reference grammar	0	0	1	0	0
Reading texts	1	0	0	0	1
Dictionaries	0	1	0	0	0
Business language material	1	0	0	0	0
Audiotapes	0	1	0	0	0
Videotapes	0	1	0	0	0
Computer courseware	1	0	0	0	0
Other					

Tamil: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Tamil. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Three professors identified and rated the overall needs for the Tamil language. Intermediate and advanced readers were cited by two professors. The desired orientation of the readers was that they consist of authentic materials. Audiotapes for drill practice were also listed twice. The readers were rated at 2, 3, and 5, while the audiotapes were rated at 4 and 5.

One professor cited the need for beginner and intermediate textbooks which focus on spoken Tamil.

The professor rated the need at 5.

Tamil: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Six program/center directors reported offering Tamil language instruction at their institutions. Tamil was mentioned by four directors as a most important language in terms of materials development needs, second highest in the South Asia world area. Hindi-Urdu was received the highest number (5) of ratings as a most important language.

Commenting on the materials needed for the Tamil language, directors stated as a high priority the development of computer courseware and audiovisual materials for the intermediate level, and textbooks for all three levels of instruction.

Tamil: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Computer courseware is reportedly being developed by Dr. J. Lindholm of the University of Chicago. No details about the nature of the software being developed were given.

Dr. Parvathy Kanthasamy of Stanford University is developing lessons for spoken language based on "daily routines and needs". Dr. Kanthasamy did not report at what level/s the materials are being developed, nor the nature of the material. Included in this report was the Department of Education, Tamil Division, in Singapore in regards to lessons with videos.

For other information on the teaching of Tamil in this country, contact the Southern Asian Institute at Columbia University. The institute publishes the "Inventory of Language Materials" for Hindi-Urdu, Bengali, Nepali, and Tamil. Besides instructional materials, testing materials, evaluations, language programs, centers of study and other resources are listed.

World Area Review: Southeast Asia

One professor from each of the eight world areas (six of the eight responded) was asked to write an overview of priorities on a world area as a whole. Professors were chosen a) based on their expertise and accessibility to information regarding trends in instructional materials development in their particular word area, and b) regardless of whether they had already contributed as a survey respondent or as a reviewer by language. The reviewers were asked to address the following questions in their overview:

- Which languages within your world area are adequately served with instructional materials?
- Which languages are in need of additional materials, and specifically, what kind of materials are needed?
- What languages will increase and decrease in importance during the 1990's.
- Who is currently developing new instructional materials for your world area languages, and what materials are already in print?
- What problems may exist for material creation and implementation?

Project staff worked with reviewers to ensure that the overviews demonstrated adequate breadth, depth and style.

Needs and Trends in Southeast Asian Language Teaching in the United States: Focus on Instructional Materials

Frederick H. Jackson (Foreign Service Institute)

The languages of Southeast Asia (SEA) are those spoken indigenously within the countries of Myanmar (Burma), Thailand, Laos, Cambodia, Vietnam, Malaysia, Indonesia, Brunei, and the Philippine Islands. Modern languages of SEA are instructed in the United States in five different kinds of institutional settings: (1) College or University academic year programs; (2) the Southeast Asian Studies Summer Institute for intensive language study (SEASSI), which has been housed since 1983 at a different university campus for two successive summers, and which is attended by students from across the United States and abroad; (3) government language schools, including the Defense Language Institute and the Foreign Service Institute; (4) private language schools which provide training for government or corporation employees and for private individuals; and (5) public and private programs associated with refugee or expatriate communities.

Of the more than a hundred identified SEA languages, seven are regularly instructed as part of the annual SEASSI curriculum and are also regularly offered by two or more American universities. Listed in approximate order of numbers of students , these seven comparatively frequently taught SEA languages are:

Indonesian
Thai
Tagalog (Pilipino)
Vietnamese

Khmer (Cambodian)

Lao
Burmese

Other modern SEA languages which are instructed at American institutions on a less regular basis are Cebuano, Hmong, Ilokano, and Malaysian. A few other languages are taught on an occasional basis, typically at private language schools. Among these are the Karen and Shan languages of Burma and the Northern and Northeastern dialects of Thailand.

SEA language training in the United States is primarily oriented toward the development of speaking proficiency. Although some SEA language faculty may reject some of the ideological baggage which has become to be associated with the movement toward proficiency-based language training in the United States, the goal of "language proficiency" has been a constant for work in SEA languages since well before there was a term for the concept. SEA language teaching professionals have consistently focused on preparing their students to actually use the language to carry out tasks appropriately while functioning within the culture of the foreign language community.

As with almost all of the truly less commonly taught languages, the quality of instruction in SEA languages usually depends in large part on having a set of core instructional textbooks which are designed to take the students systematically from a beginning level through at least the second year of university study. The core instructional materials for many of the more commonly taught SEA languages were originally developed between twenty and thirty-five years ago. Not surprisingly, these materials generally reflect an audio-lingual instructional methodology and a descriptive linguistic analysis of the sounds, morphology, and sentence syntax of the language. While most were excellent materials for the time when they were developed, they are now out of date pedagogically, linguistically, and culturally.

The last decade or so has seen the development of new instructional materials for many SEA languages. Some of these materials have appeared as complete published texts. Many others were developed by professors primarily to answer needs which they felt in their own classrooms. Some of these latter have spread in draft form to colleagues in the field, who have adopted them. Others—including many which are very well received by students—are still used only by the original developer.

The organizing principles underlying most of the new SEA materials are still typically linguistic. That is, they reflect what is often referred to as a "structural syllabus," which emphasizes the gradual and systematic development of linguistic structures which have been selected by the materials developer. There are some exceptions, however. Some examples of "skill-" or "competency-based" materials have been developed, perhaps most notably the new Peace Corps materials for Thai and some as yet unpublished materials for the teaching of reading in Indonesian (Rafferty and Collins, forthcoming) and Thai (Jantharat, n.d.). Another exception to the generalization is a very rich collection of "content-based" materials for the instruction of Thai as a foreign language which have been assembled by Khruamas Woodtikarn and her colleagues at Chiangmai University in Thailand. Also in Thai, J. Marvin Brown and his teachers at the A.U.A. Language Center in Bangkok have developed an apparently highly successful syllabus based on a rather unique reading of Krashen and Terrell's Natural Approach. In addition, a number of professors in most SEA languages are working on ways to incorporate communication-based tasks, simulations and other activities within their courses to provide learners with more practice in actually using the language communicatively.

An important thrust over the recent past has been to increase the amount of "authentic" materials used for instruction in classrooms—texts or electronic materials which were originally prepared by and for native users of the language in a time not too distinct from when they are used in class. Newspapers, periodicals, and other authentic documents are increasingly used for the teaching of reading, and video films and tapes of radio broadcasts are used more and more in class. Access to video materials has been helped greatly by the establishment of the University of Wisconsin's Main Library collection of South and Southeast Asian video tapes, which are made available by Inter-Library Loan to any interested scholar or teacher. At present, SCOLA only broadcasts from Malaysia and Singapore in SEA, but it expects to set up broadcasts from Thailand, Indonesia, and perhaps the Philippines in the near future. That will add significantly to availability of authentic electronic materials.

Another new thrust is toward inclusion of computer-assisted instruction activities for these languages. Outstanding laser fonts have been developed for Macintosh computers for all of the non-roman orthographies of SEA and are available at little cost through Ecological Linguistics in Washington, D.C. Comparable fonts for at least Thai and Lao are now available for Windows as well, through Gamma Universe, and Chulalongkorn University has also developed an outstanding Thai laser font for DOS-based machines. In terms of courseware, George Henry and John Hartmann of Northern Illinois University have developed promising software for the interactive introduction of reading in Indonesian and Thai, Stephen O'Harrow of the University of Hawaii has developed introductory courseware for the Hanoi dialect of Vietnamese based on Hypertext, and Nanna Jonsson and her colleagues at the Defense Language Institute have begun to develop very exciting Thai learning activities through the use of the Multimedia Toolbook authoring software. These are all highly promising steps toward making training in SEA languages more available to interested students across the United States.

Materials for individual languages. Professors of SEA languages often look with envy at the rich variety of instructional materials, reference documents, and electronic media resources which are available to their colleagues in French, Spanish, German, Russian, Chinese and Japanese, or English as a second or foreign language. In comparison with these languages, no SEA language may be described as "adequately served" by currently available materials.

The best served languages are probably Indonesian and Tagalog, due largely to the immense efforts of two major scholars, Teresita Ramos for Tagalog, and John Wolff for both Indonesian and Tagalog. Next best served is probably Burmese. After literally decades of neglect, Burmese probably now has more up-to-date core instructional materials than any of the rest of the SEA languages. Again, this is due in large part to the monumental labors of one individual, John Okell of SOAS, University of London, and of those who have worked with him.

The remaining languages share the fact that they all lack satisfactory core instructional materials. Of the languages in this group, Thai is almost certainly the best served. Thai has considerably more materials—both prepared materials and authentic materials available from Thailand—than do the others. Even more important, the instruction of Thai is generally better than the others, due to the outstanding professional preparation and backgrounds of most Thai language educators. After Thai comes a largely undifferentiated group of Vietnamese, Khmer, Lao, Ilokano, Cebuano, Malay, and Hmong. I will discuss each language individually below.

Indonesian. The forthcoming appearance of the Ellen Rafferty-James Collins text for the teaching of reading in Indonesian answers the most frequently cited need for that language. Wolff's series of core texts still function successfully as the backbone of Indonesian language courses, although some professors question the authenticity of some of the language used, and many professors refer to a need for ancillary communicative activities to supplement and enrich the Wolff books. The recent James Collins-John Wolff third revision of the already-good Echols-Shadily bilingual dictionary provides a quality of reference tool that is lacking for the other SEA languages. Although Indonesian professors will almost certainly want in the next decade to develop a new series of core materials, the only significant need recognized at present is for additional materials to teach Indonesian at the advanced level, comparable roughly to the fourth year and above of university study. But Indonesian is not unique here. All SEA languages lack advanced materials.

Tagalog (Pilipino). Tagalog professors are able to select from two carefully thought out sets of core textbooks—those of Teresita Ramos and her colleagues which have appeared over roughly the last 20 years, and the recent series developed by John Wolff. While professors in the field find undesirable characteristics in both authors' work, still, no other language enjoys such a luxury of core materials to choose from. Ramos's Tagalog-English dictionary would benefit from revision and updating, but is certainly acceptable for the present. There are also other useful dictionaries published in the Philippines. There is also a very satisfactory student's reference grammar for Tagalog. As was true of Indonesian, Tagalog professors typically cite advanced level materials as their primary need.

Burmese. John Okell's work in developing a coherent core course in Burmese is just beginning to be published, but in draft form it has formed the basis of instruction at SEASSI programs and in academic year programs at Cornell University and Northern Illinois University for at least the last five years. Okell's colleagues Julian Wheatley (Cornell) and Saw Tun (NIU) have also added to and enriched the Okell corpus. With work of this quality, both Cornyn and Roop's *Beginning Burmese* (Manoa, University of Hawaii: 1979) and Khin's *Spoken Burmese* (Washington, Foreign Service Institute: 1976) can finally be replaced. Roop's *Introduction to the Burmese Writing System* remains a very useful text for beginning reading. The government of Myanmar has just published a long-awaited Myanmar-English dictionary, which, if it can be obtained outside of Myanmar, may answer one of the most serious remaining needs for students of Burmese. Another need is for authentic radio and video materials and for realia from the country. Such materials are especially important for Burmese, as no opportunities exist at present for study or extended research in Myanmar.

Thai. The major problem for instruction of Thai is that both of the two widely-used core text series, Brown's A.U.A. *Thai Language Course* and the FSI *Thai Basic Course* by Yates and Tryon, are almost thirty years old and fail to reflect more recent thinking about either pedagogy or how Thai is organized. Peansiri Vongvipanond of Chulalongkorn University in Thailand and Peter Jackson of the Thai Centre at the Australian National University are reported to be separately working on materials that may eventually replace these old warhorses, but until the new works appear, replacement of these texts with a communicatively-based set of new core materials will remain Thai's crying priority. In other areas, Thai's materials needs are less pressing. The Haas and McFarland student dictionaries are old, but are nonetheless unmatched in any SEA language except Indonesian. The existence of excellent bilingual and monolingual dictionaries published in Thailand also serves to update the older student dictionaries. Anthony's introduction to reading the Thai orthography (1979) remains adequate for most purposes, at least until Anthony completes the Hypertext-based computer-assisted course in reading Thai syllables which he has been working on. Gething and Bilmes's *Thai Basic Reader* is an adequate beginning reading text, but there is a real need for materials to introduce readers to authentic Thai texts. Jantharat's impressive texts, although not yet perfected, may fill part of this need. Thai shares the need with other SEA languages for materials at the advanced level. In addition, a need which I personally feel to be important is for a communicatively-based learner's reference grammar. The only existing sources of information in English on Thai grammar are written by linguists for linguists; they are inaccessible and useless for almost all students. In addition, written in the 1950s and 1960s, they typically fail to refer at all to matters related to discourse, pragmatics, rhetoric, or usage. As Robert Bickner of the University of Wisconsin has pointed out, these are matters which intermediate and advanced students find it difficult to come to grips with.

Vietnamese. Until very recently, almost all the materials available for the teaching of Vietnamese reflected the Southern dialect of Vietnamese. Since most students need primarily to prepare for interactions with speakers of the Hanoi dialect, this has been a major concern, and has meant that such older works as Jorden's FSI *Vietnamese Basic Course* are even less useful now than they might normally be. Vietnamese professors consistently rate existing core text materials as poor or only minimally satisfactory. The same kinds of evaluations are given to the existing reference grammar and dictionaries. O'Harrow's recent collaboration with Vietnamese linguists to develop a hypertext-based interactive program for instruction in the language may answer the most pressing needs for core materials for this language, but I am not familiar enough with the materials to provide a judgment.

Lao. The very small number of Lao language programs in the United States use either the FSI *Lao Basic Course*, which was prepared in 1974 by Warren Yates and Souksomboun Sayasithsena or a photocopy of an unpublished set of lessons which were prepared in the late 1960s by Arthur Crisfield under the title *Speak Lao*. Sayasithsena has recently been working to expand and revise the first volume of the FSI *Lao Basic Course*, but the text retains its structural syllabus and most of the language examples remain unchanged. The FSI text *Reading Lao: A Programmed Approach* is interesting pedagogically, but is based on the old Lao orthography and needs to be revised. The greatest priority for Lao development is a new set of core instructional materials. Almost as important, however, are the development of a proficiency-based reading program which reflects the new Lao orthography and the development of a new bilingual Lao-English dictionary. The Marcus dictionary published by Tuttle is not adequate. As is true of Burmese, Lao also needs authentic video and audio materials and additional realia from the country.

Khmer (Cambodian). As was true of Lao, teachers of Khmer must presently choose between two outdated sets of materials: the Huffman and Proum texts and those developed for FSI. The FSI *Cambodian Basic Course* was replaced in the early 1970s by a seven-volume *Contemporary Cambodian* (Washington, Government Printing Office: 1973) texts, which was designed and prepared by Madeline Ehrman, Kem Sos, and Lim Hak Kheang. In many ways it was highly innovative for its time, as it includes, in addition to an audio-lingual structural *Introduction* to the language, three largely content-based texts for reading and discussion about the political and social institutions of Cambodia and about the *Land and the Economy*. Each lesson in these books also includes task-based "Application" components provide students to practice communicative activities based on an analysis of their needs in the country. A student *Glossary* and a learner-directed *Grammatical Sketch* complete the set. Unfortunately, the catastrophic political and social changes of the mid-1970s in Cambodia have caused much of the content of both the Huffman and the FSI texts to be much less useful than they might be otherwise, and the re-programming of academic positions in the United States that used to be filled by professors of Khmer has meant that almost nothing has been developed to supplement or replace the older texts. Thus, even more than Lao, Khmer desperately needs a new set of core texts and a proficiency-based reading program. Other needs can wait until these are filled

Malaysian. Malaysian is rarely taught in American colleges and universities. It is taught, however, at the Foreign Service Institute, which uses the antiquated FSI *Malaysian Basic Course* by Ibrahim and colleagues. While this text remains serviceable, it will need to be replaced if Malaysian becomes more widely taught.

Ilokano and Cebuano. During the late 1960s and early 1970s, the University of Hawaii invested considerable effort into developing dictionaries and beginning instructional texts for several Philippine languages, including these two. Since then, Precy Espiritu's beginning textbook *Let's Speak Ilokano* was published in 1984, but no other materials have appeared. Again, if these languages become more widely taught, all of the older materials will need to be replaced.

Hmong. Courses in Hmong as a foreign language were offered by SEASSI at the University of Hawaii in the summers of 1988 and 1989, and other summer Hmong courses have been offered since then by the University of Minnesota. To my knowledge, no systematic core materials for the instruction of Hmong currently exist, but Annie Jaisser of the University of California at Berkeley has been working on the development of such materials over the past few years.

Some other Southeast Asian languages. Given the relative paucity of materials available for even some of the more commonly taught SEA languages, it is not surprising that there are almost no materials available for the languages which are rarely taught. However, there are a few. MRM Enterprises in Maryland has developed some materials for the teaching of the Shan language of northern Burma. I have also heard that an organization like MRM has also done some work on the Karen language. In addition, the Peace Corps has produced short dictionaries with contextualized phrases for the three major regional dialects of Thailand: Northern Thai, Northeastern Thai, and Southern Thai.

Future trends. It is likely that requests for training in almost all of the SEA languages will increase during the 1990s, due to at least three important factors.

The first factor will be the opening up of Vietnam, Laos, and Cambodia to the outside world. This will attract students and tourists, but also increased government and business representation. The demand for training in these languages at government schools has already increased significantly, and Vietnamese and Khmer have been designated by the government as having a high priority for materials development. Almost certainly, a similar increase in demand will occur at colleges and universities and in the private sector. In a similar way, if the government of Myanmar finally opens that country to greater access from the outside, that will almost certainly stimulate increased enrollments among students of Burmese.

Business and commerce should also be an important factor. Thailand, Malaysia, and Indonesia enjoy thriving economies which welcome foreign investment. While English is widely used in these countries, familiarity with the national language and culture will be increasingly seen as providing greater access and as making one more competitive. This will be even more true in Vietnam or Cambodia, which desperately desire foreign investment, but where capabilities in English are not at all as strong as in their industrialized cousins. Although American companies have typically been very reluctant to invest in language and cross-cultural training for their employees, many European and Japanese companies are making those investments for their personnel assigned to SEA. Americans may be forced to do likewise to compete. Although the demand for business-related language training in these languages has been relatively light so far, American academic institutions and SEASSI should expect it to increase, and should begin now to prepare business-related modules for these languages.

The third factor is increased demand for language teaching from within SEA refugee communities in the United States. Children of Lao, Vietnamese, Hmong, and Khmer refugees (and Thai expatriates) are increasingly asking for courses to be offered to help them learn the languages of their parents. The needs of such learners are different from those who are starting from scratch in the language and culture, whom the existing curricula were designed to teach. Because the number of faculty available to teach these languages at American institutions is so small, the only viable solution for individuals and groups with widely differing needs will be to develop alternative possibilities for individualization, either through computer-assisted instruction or through carefully thought-out programs which contain large components of independent study.

In summary, I see the major materials development need in SEA languages as being the development of core instructional materials for Thai, Vietnamese, Khmer, and Lao that reflect the modern language and culture and which are based on communicatively-oriented methodology. Beyond that, each of the different languages has its own needs priorities. However, a general need which should become more urgent in the next few years is for materials which help to prepare people to conduct business and commerce appropriately in SEA countries.

Diminishing needs. I think it unlikely that any of these languages will diminish in importance over the next decade. Burmese will not increase, however, unless Myanmar is opened to the outside. I also think it relatively unlikely that Cebuano or Ilokano will increase in importance or that Hmong will become offered at more than one or two institutions.

World Area: Southeast Asia and Pacific Islands
Language: Burmese

Introduction

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- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Southeast Asia and Pacific Islands World Area

NFLRC received 58 LCRs and 10 PDQs for the Southeast Asia and Pacific Islands world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Burmese (5)
Ilokano (1)
Indonesian (15)
Khmer (2)
Lao (2)
Tagalog (10)
Thai (17)
Vietnamese (6)

See Appendix D for a list of institutions by language participating in the survey.

Burmese: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Five LCRs from three institutions were completed for the Burmese language. Burmese was represented with the third lowest number of LCRs in the Southeast Asia and Pacific Islands world area; Thai was represented with the highest number of LCRs (17) and Indonesian with the second highest number (15).

Burmese: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning, Intermediate and Advanced Levels

Professors completed three LCRs for beginning-level Burmese. One professor indicated that he was treating three different levels of instruction (beginning, intermediate, and advanced) on one survey. Since there was no distinction made by level, all three levels will be treated together.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Of the three professors, one did not report using textbooks at the beginning level, and the second, who was teaching a beginning, intermediate and advanced Burmese at the time of completing the survey, did not distinguish the materials by level of instruction. All instructional materials listed by this professor will be handled below.

The following textbooks were described as very useful by one professor:

- *Step by Step in Burmese* by John Okell (Northern Illinois University: forthcoming).
- *Burmese Reader* by U. Saw Tun (Northern Illinois University: forthcoming).
- *Classroom Talks* by U. Saw Tun (Northern Illinois University: forthcoming).
- *Beginning Burmese* by William S. Cornyn and D. Haigh Roop (New Haven, Yale University Press: 1968). This textbook was rated less useful. It was recently partially revised by Julian K. Wheatly and San Tun of Cornell University.

One professor replying solely for the beginning level mentioned this text in three parts by John Okell of the University of London, School of Oriental and Asian Studies (SOAS):

- *Burmese: An Introduction to the Spoken Language*
- *Burmese: An Introduction to the Script*
- *Reading Literary Burmese*

This three-part text was rated very useful by the professor using it. Reviewer Lehman commented that this series of textbooks does a good job on the explanation of grammar, "without which the student will never understand how to coin even moderately complicated novel sentences properly." The textbook was also said to be appropriate through the intermediate level, according to the same reviewer.

Audiotapes

Question 8 asked professors to list audiotapes currently used. One professor reported using audiotapes which accompanied *Burmese Reader* and *Classroom Talks*. Another professor was using the tapes which accompanied the three-part text by John Okell, along with locally-prepared tapes which accompanied the work by Cornyn and Roop.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. One professor reported the use of videotapes. This was a film on videotape entitled *Thăjan mò* ("The Water Festival) from Burma. The professor writes, "clips from this film are used in connection with conversational practice in beginning and intermediate conversation." The same professor used a personal slide collection "to illustrate such topics as dress, housing, transportation, shopping, etc."

One reviewer of this report commented that no videotapes currently exist for Burmese.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One professor was using computer courseware for the preparation of teaching materials at the time of the survey. This was *Ava Burmese Font* (Ava Laser Version 2.4), designed in November, 1988, by John Okell of SOAS. The word processing program, according to the professor, is "excellent for production of materials in Burmese script or mixed Burmese and other script."

Reviewer Lehman commented that "Burmese really has to await some sort or reasonable market" for the production of computer courseware, as "there are far too few students of the language at present to warrant the usual sort of computerized self-teaching drill lesson."

Burmese: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

The material needs for all three levels of instruction will be reported on together.

Intermediate and advanced textbooks were the two materials in greatest need according to professors. Each textbook was rated twice at 5. The desired orientation for intermediate- and advanced-level textbooks was that they be both "cultural" and "historical," and contain "conversational material, drills, readings, and grammar."

Beginning level-textbooks were rated once at 5. The professor did not comment on the desired orientation for the textbook. The two other professors did not share this view, and rated the need for beginning-level textbooks at 1, or did not rate the item at all.

Dictionaries received a rating of 5 and two of 4. One professor commented that "no up-to-date dictionary" exists at present.

The following instructional materials were rated at 4 or 5 by two professors: reading texts, computer courseware, and videotapes. The concern was voiced that reading texts and videos be more "cultural."

Besides the ratings listed above, professors rated other instructional materials at 3 or below, indicating that the items were not priorities for them in their courses.

Summary of All-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	0	0	0
Intermediate textbooks	2	0	0	0	0
Advanced textbooks	2	0	0	0	0
Student reference grammar	0	0	2	1	0
Reading texts	1	1	1	0	0
Dictionaries	1	2	0	0	0
Business language material	0	0	0	1	2
Audiotapes	0	0	1	1	0
Videotapes	1	1	0	0	1
Computer courseware	1	1	0	0	1
Other					

Burmese: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Burmese. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Three professors identified and rated the overall needs for the Burmese language. Reading texts for the intermediate level were cited by all three professors and rated at 5. Student dictionaries were listed twice and rated at 5. Textbooks for the beginning and intermediate levels were each listed once and rated at 5.

One professor stated the need for conversational materials and drills for grammar both at the intermediate level of instruction.

Burmese: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Four program/center directors reported offering Burmese language instruction at their institutions. Burmese was not mentioned by the directors as a most important language in terms of materials development needs. Indonesian, Tagalog, and Thai were each mentioned by two directors as most important languages, the highest in the Southeast Asia world area.

Burmese: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

One professor took the opportunity to explain that he/she was in the process of writing a textbook for the intermediate level, and developing CAI lessons. These instructional materials can be made available to other institutions, presumably when finished, from Northern Illinois University.

The same professor mentioned that John Okell of the School of Oriental and Asian Studies (SOAS) of the University of London was in the process of developing instructional materials, including the text, *Step by Step in Burmese*, listed previously in this report.

Julian Wheatly, at Cornell University was in the process of developing a "conversation and reading 'module' to fit with Okel's materials at a late beginning-intermediate level," along with a set of "revised dialogues and grammatical explanation for Cornyn and Roop's *Beginning Burmese*."

World Area: Southeast Asia and Pacific Islands
Language: Ilokano

Introduction

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The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

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Indonesian (15)
Khmer (2)
Lao (2)
Tagalog (10)
Thai (17)
Vietnamese (6)

See Appendix D for a list of institutions by language participating in the survey.

Ilokano: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

One LCR from one institution were completed for the Ilokano language. Ilokano was represented with the fewest amount of LCRs in the Southeast Asia and Pacific Islands world area; Thai was represented with the highest number of LCRs (17) and Indonesian with the second highest number (15).

Ilokano: Materials Currently in Use

One LCR was completed for advanced-level Ilokano. The course covered conversation and the reading and writing of historical and social topics.

No textbooks, audiotapes or computer courseware were listed as in use by the professor who completed the survey. Videotapes, produced at the University of Hawaii, were used for advanced listening practice.

Ilokano: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

The material needs for all levels of the Ilokano language will be reported on together.

The responding professor for Ilokano rated four materials in greatest need of development. They were: advanced textbooks, dictionaries, computer courseware, and audiotapes. The desired orientation for advanced-level textbooks was that they include "authentic materials depicting cultural, historical, social, and political topics." The professor suggested that the dictionary be computerized. No additional comments were made for the other materials.

Summary of All-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	0	0	0	0	0
Intermediate textbooks	0	0	0	0	0
Advanced textbooks	1	0	0	0	0
Student reference grammar	0	0	0	0	0
Reading texts	0	0	0	0	0
Dictionaries	1	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	0	0	0	0	0
Computer courseware	1	0	0	0	0
Other					

Ilokano: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Ilokano. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

The overall needs for the Ilokano language were not provided by the professor.

Ilokano: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

One program/center director reported offering Ilokano language instruction at his institution. Ilokano was not mentioned by the directors as a most important language in terms of materials development needs. Indonesian, Tagalog, and Thai were each mentioned by two directors as most important languages, the highest in the Southeast Asia world area.

Ilokano: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

No additional information was provided for the Ilokano language.

World Area: Southeast Asia and Pacific Islands
Language: Indonesian

Introduction

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- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Southeast Asia and Pacific Islands World Area

NFLRC received 58 LCRs and 10 PDQs for the Southeast Asia and Pacific Islands world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Burmese (5)
Ilokano (1)
Indonesian (15)
Khmer (2)
Lao (2)
Tagalog (10)
Thai (17)
Vietnamese (6)

See Appendix D for a list of institutions by language participating in the survey.

Indonesian: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Fifteen LCRs from six institutions were completed for the Indonesian language. Indonesian was represented with the second highest number of LCRs in the Southeast Asia and Pacific Islands world area; Thai was represented with the highest number of LCRs (17) and Tagalog with the third highest number (10).

Indonesian: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed six LCRs for beginning-level Indonesian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of the textbooks cited:

- *Beginning Indonesian Trough Self-Instruction*, Parts I and II, by John Wolff (Ithaca, Cornell University, Southeast Asian Program: 1988). All six professors teaching beginning-level Indonesian used this textbook, and all rated it useful.
- *Learn Indonesian*, Books I-III, by J.D. McGarry (Chatswood, Australia, Modern Indonesian Publications: 1988). The professor using this text rated it very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The six professors using the textbook *Beginning Indonesian Through Self-Instruction*, also mentioned using the audiotapes which accompany the textbook. One professor was using locally-prepared tapes to accompany the *Reading Proficiency Material* (this textbook and accompanying tape series was yet to be published at the time the survey was taken). Another professor was using the audiotapes which accompanied the other textbook *Learn Indonesian*.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Only one professor at the beginning level was using some kind of videotape materials, citing the use of slides and privately-obtained videotapes.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor reported the use of computer courseware at the beginning level.

Intermediate Level

Professors completed seven LCRs for intermediate-level Indonesian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of textbooks for the intermediate level:

- *Beginning Indonesian Through Self-Instruction*, Parts I-III by John Wolff (Ithaca, Cornell University Southeast Asian Program: 1988). The book was rated very useful by one professor, useful by three professors and less useful by two professors.
- *Learn Indonesian*, Books I-III, by J. D. McGarry (cited previously). This textbook was rated very useful.
- *Sentence Patterns of Indonesian* by Soenjono Dardjowidjojo (Honolulu, University Press of Hawaii: 1978). This book was also rated very useful.
- *Formal Indonesian* by John Wolff (Ithaca, Cornell University, Southeast Asia Program: 1980).
- *Indonesian Readings* by John Wolff (Ithaca, Cornell University, Southeast Asia Program: 1988).

Audiotapes

Question 8 asked professors to list audiotapes currently used. Four of seven professors listed the use of audiotapes which accompanied textbooks. The tapes which accompany *Beginning Indonesian Through Self-Instruction* were listed three times and the tapes for *Sentence Patterns of Indonesian* and *Learn Indonesian* Books I-III were listed once each. One professor cited the use of locally-prepared audiotapes to accompany personally-developed textbook materials. Another professor cited the use of musical tapes.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. No professor reported the use of videotapes or computer courseware at the intermediate level.

Advanced Level

Professors completed two LCRs for advanced-level Indonesian.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The single textbook listed by one of the professors was *Indonesian Readings* by John Wolff (cited previously). The textbook was described as less useful.

The other professor cited the use of "various handouts from a variety of sources," but gave no further description of the materials.

Audiotapes, Videotapes, and Computer Courseware

Questions 8-11 asked professors to list audiotapes, videotapes, and computer courseware currently used. No professor reported the use of these materials at the advanced level.

Indonesian: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

Three materials were reported to be in the greatest need of development for beginning-level Indonesian. They were: reading texts, audiotapes, and videotapes. Each material was rated three times at 5 and once at 4.

According to professors, readers should be "authentic, sustained reading texts." Another comment suggested that activities should accompany reading texts. In general, the word most-used to describe the desired orientation of materials needed at all three levels of instruction was "authentic."

The desired orientation of audiotapes was described as needing "more real and authentic materials, i.e., radio news broadcasts," with fewer "drills and less memorization." Another professor pointed to the need for more conversations and stories on tape.

The desired orientation of videotapes was that they consist of "excerpts of movies, dramas, commercials, and news to develop activities for listening and cultural knowledge," according to one professor. Another professor called for the inclusion of "grammar, communication, vocabulary-building, and drills" on videotape.

The need for beginner textbooks followed that of readers, audiotapes, and videotapes. Textbooks were rated once at 5 and three times at 4. Professors who chose to comment on the desired orientation of the textbook stated that "more communicative and situational, and less-grammatically oriented texts" were needed. A student reference grammar which would "introduce grammar gradually with the textbook" was desired by one professor who went on to suggest it include "more accurate explanations provided with contextual exercises."

The need for a student reference grammar and computer courseware received near equal ratings. No comments were made as to the desired orientation of these materials.

One professor added three items to the list of ten, rating them at 5 on the scale. The professor in question listed the high need for a "vocabulary usage" guide, a workbook, and a picture book which would help students in vocabulary-building and grammar.

The need for dictionaries was not particularly high, according to the survey. With two professors addressing the need for this item, they gave one rating of 4, and one of 1.

The lowest-ranked item of the list was business language materials. Only one professor chose to address the need for this item, giving it a rating of 2.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	3	1	0	0
Student reference grammar	1	2	1	0	0
Reading texts	3	1	0	0	0
Dictionaries	0	1	0	0	1
Business language material	0	0	0	1	0
Audiotapes	3	1	1	0	0
Videotapes	3	1	0	0	0
Computer courseware	1	1	1	0	0
Other: workbook, illustrated book in Indonesian	1	0	0	0	0

Intermediate Level

Videotapes were reported to be in the greatest need of development for intermediate-level Indonesian. Five professors rated the need at 5 and two rated the need at 4. "Indonesian films with English subtitles" were desired by one professor, and excerpts from authentic sources were suggested by another.

The need for reading texts followed that of videotapes. Reading texts were rated four times at 5 and once at 4. The desired orientation for reading texts, according to four professors who chose to comment, was that they be "authentic texts." One professor added that reading texts should include "exercises and glossaries."

Intermediate textbooks were reported with near equal demand to that of reading texts. Four professors rated the need at 5. Comments on available textbooks noted that they are often "too audio-lingual" and that they need to be "more communicative." The call for a more "authentic" intermediate textbook was unanimous among those who chose to comment. One professor suggested that a textbook include more pictures and be accompanied by a workbook.

Seven professors addressed the need for audiotapes at the intermediate level. Three ratings of 5, two of 4 and two of 3 were given. "More authentic," "radio broadcasts," "speeches, stories, and conversations" were the comments.

Computer courseware received two high ratings of 5, and one rating of 3. One professor stated that interactive CAI programs would be particularly helpful.

The need for a student reference grammar was addressed by four professors. The ratings given were one 5, two of 4, and one 3. One professor's comment was that the grammar should be introduced gradually, in accompaniment to the textbook. This professor also called for "more accurate explanations," "with contextual exercises rather than discrete" ones.

The need for business language materials and dictionaries each received one high rating of 4. No comments were made as to the desired orientation of these materials.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	4	0	1	1	0
Student reference grammar	1	2	1	0	0
Reading texts	4	1	0	0	0
Dictionaries	0	1	0	0	2
Business language material	0	1	0	1	0
Audiotapes	3	2	2	0	0
Videotapes	5	2	0	0	0
Computer courseware	2	0	1	0	0
Other					

Advanced Level

Textbooks, reading texts, and videotapes were reported to be in the greatest need of development of advanced-level Indonesian. Each material was rated by two professors at 5.

Textbooks, according to one professor should be "geared toward reading" and include "authentic reading materials." The other professor stated that "communicative materials were highly needed," and that reading texts should include activities for "guided discussions, role plays, and writing assignments." "Copies of short Indonesian television programs with accompanying activities" was the desired orientation for videos.

The only other item addressed by an advanced-level professor was audiotapes. "Authentic listening materials" were desired by this professor.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	2	0	0	0	0
Student reference grammar	0	0	0	0	0
Reading texts	2	0	0	0	0
Dictionaries	0	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	2	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Indonesian: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Indonesian. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Eight professors identified and rated the overall needs for the Indonesian language. The four materials most often cited by professors were: audiotapes, computer courseware, reading texts, and textbooks. All four of these materials were each listed five times and rated at 4 and 5.

The need of these four materials was primarily at the beginning and intermediate levels. Professors were not specific in the desired orientation of each material, but the overall comments centered on materials that are more communicative and deal with vocabulary development and listening comprehension.

Other materials cited include: student reference grammars, videotapes for the beginning and advanced levels, grammar workbooks, and materials that use examples of Indonesian culture and lifestyle.

Indonesian: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Eight program/center directors reported offering Indonesian language instruction at their institutions. Indonesian was mentioned by two directors as a most important language in terms of materials development needs. In the Southeast Asian world area, Indonesian shares with Thai and Tagalog, the first position in number of mentions as most important languages.

Commenting on the needs for the Indonesian language, one director pointed to the high (5) need for beginning- and intermediate-level materials with "communicative approaches" to practice "oral and aural skills." The other director did not make specific comments as to the materials needed.

Indonesian: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

The University of Wisconsin-Madison, jointly with the University of Hawaii are developing authentic reading materials. The Northern Illinois University is developing computer courseware.

World Area: Southeast Asia and Pacific Islands
Language: Khmer

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Southeast Asia and Pacific Islands World Area

NFLRC received 58 LCRs and 10 PDQs for the Southeast Asia and Pacific Islands world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Burmese (5)
Ilokano (1)
Indonesian (15)
Khmer (2)
Lao (2)
Tagalog (10)
Thai (17)
Vietnamese (6)

See Appendix D for a list of institutions by language participating in the survey.

Khmer: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Two LCRs from two institutions were completed for the Khmer language. Khmer and Lao were represented with the second lowest number of LCRs in the Southeast Asia and Pacific Islands world area; Thai was represented with the highest number of LCRs (17) and Indonesian with the second highest number (15).

Khmer: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed two LCRs for beginning-level Khmer.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of beginner textbooks:

- *Modern Spoken Cambodian* by Franklin E. Huffman (New Haven, Yale University Press: 1970). This book was rated less useful by one professor and useful by the other.
- *Cambodian System of Writing and Beginning Reader with Drills and Glossary* by Franklin E. Huffman (New Haven, Yale University Press: 1970). This textbook was rated useful by one professor.

Audiotapes, Videotapes and Computer Courseware

Questions 8-11 asked professors to list audiotapes, other audiovisual materials and computer courseware currently used. Both professors mentioned using the audiotapes which accompany the textbook *Modern Spoken Cambodian*. The participating professors were not using videos or computer courseware, though one mentioned that a computer program has become available for the Khmer writing system.

Khmer: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

The material needs for all three levels of Khmer will be reported on together.

Textbooks for all levels were reported to be in greatest need of development for the Khmer language. Each material was rated twice at 5.

The desired orientation for beginning-level textbooks was that they include "basic reading in Khmer scripts" and an exercise book. One professor noted: "There is a critical need for textbooks oriented towards the kind of language that is being used now rather than the language being used prior to 1975 (or even earlier)." The professor went on to say that the textbooks are "outdated in terms of teaching methodologies." Both professors stressed the need to move away from the audio-lingual orientation of texts towards one that is more communicative.

It was suggested that the intermediate-level textbook include "authentic texts dealing with current issues," written in Khmer scripts, and include more grammar. One professor noted the gap between the beginning and advanced levels where there is "no adequate textbook."

Commenting on the advanced-level textbooks, one professor stated: "The only advanced material available is the literary reader of Huffman."

As for computer courseware, one professor called for the inclusion of "drill and practice," vocabulary-building, problem-solving exercises as well as language assessment on such programs.

Summary of All-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	2	0	0	0	0
Student reference grammar	1	1	0	0	0
Reading texts	1	1	0	0	0
Dictionaries	1	0	1	0	0
Business language material	0	0	2	0	0
Audiotapes	1	1	0	0	0
Videotapes	1	0	1	0	0
Computer courseware	1	1	0	0	0
Other					

Khmer: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Khmer. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Two professors identified and rated the overall needs for the Khmer language. Textbooks for all three levels of instruction were cited by both professors and rated at 4 or 5. The only other material listed was reading texts for the beginning and intermediate levels. The need was rated at 4.

Khmer: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Two program/center directors reported offering Khmer language instruction at their institutions. Khmer was listed by one director as a most important language in terms of materials development needs. Indonesian, Tagalog and Thai received two ratings as most important language, the highest number in the Southeast Asia world area.

Khmer: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

The following names and organizations were listed by professors:

- Frank Smith of the Southeast Asian Studies Summer Institute.
- Chhanny Sok Humphrey of the University of Hawaii.

World Area: Southeast Asia and Pacific Islands
Language: Lao

Introduction

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- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
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How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

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Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Southeast Asia and Pacific Islands World Area

NFLRC received 58 LCRs and 10 PDQs for the Southeast Asia and Pacific Islands world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Burmese (5)
Ilokano (1)
Indonesian (15)
Khmer (2)
Lao (2)
Tagalog (10)
Thai (17)
Vietnamese (6)

See Appendix D for a list of institutions by language participating in the survey.

Lao: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Two LCRs from two institutions were completed for the Lao language. Lao was represented with the second lowest number of LCRs in the Southeast Asia and Pacific Islands world area; Thai was represented with the highest number of LCRs (17) and Indonesian with the second highest number (15).

Lao: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the materials according to the level at which they were used.

Beginning Level

Professors completed two LCRs for beginning-level Lao.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." One participating professor stated that his/her lessons were "based on locally-produced, photocopied materials." That is, no instructional materials were cited by name in this portion of the survey which handled materials currently in use.

The other professor responded for a four-week intensive program with goals of S-3/R-3 on the ILR scale. The professor was using the following two materials from the Foreign Service Institute:

- *Lao Basic Course*, vol. I, by Warren G. Yates and Souksomboun Sayasithsena (Washington, Foreign Service Institute: 1974). The textbook was rated useful.
- *Reading Lao: A Programmed Introduction* by Warren G. Yates and Souksomboun Sayasithsena (Washington, Foreign Service Institute: 1974). This material was rated less useful.

Authentic reading materials from Laos supplemented this course.

Audiotapes

Question 8 asked profesors to list audiotapes currently used. FSI audiotapes were used in conjunction with the FSI books. Some locally-prepared ad hoc tapes were also reported by the professor.

Videotapes and Computer Courseware

Question 9-11 asked professors to list other audiovisual materials and technology currently used. Videotapes from Laos were used primarily for listening comprehension, and students were expected to do some word processing on the Macintosh using fonts developed for "ecological linguistics." The professor in quesiton rated the computer courseware as useful.

Lao: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- basic, intermediate, or advanced level textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

The material needs for all three levels of Lao instruction will be reported on together in the following section.

Reading texts were reported to be in the greatest need of development for the Lao language. The need was rated at 5 by two professors. Commenting on the desired orientation of the readers, professors stated that they should include "sophisticated topics and varied subject matter," relevant to "both refugees in the U.S. and to home culture in Laos."

Following reading texts, three materials were reported in high demand. They were: intermediate textbooks, student reference grammars, and videotapes. Each material was rated once at 5 and 4.

Comments on the orientation of these materials include the desire by one professor that textbooks "emphasize natural, contemporary usage" of the language, and that they focus on "communicative competence." The second professor believed that textbooks should be "communicative, task-based, and culturally relevant." Student reference grammars, according to one professor, should include a "minimal theoretical apparatus." The desired orientation for videotapes was that they be "authentic and recent. Ideally from SCOLA or other broadcasting systems."

The need for computer courseware was rated at 4 by both professors. One professor commented that courseware should help students "practice learning orthography, and be communicative and interactive."

The need for audiotapes was judged at 4 and 3 by the professors. No comments were made as to the desired orientation of audiotapes.

Summary of All-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	1	0	0
Intermediate textbooks	1	1	0	0	0
Advanced textbooks	0	1	0	0	0
Student reference grammars	1	1	0	0	0
Reading texts	2	0	0	0	0
Dictionaries	0	1	0	1	0
Business language material	0	0	2	0	0
Audiotapes	0	1	1	0	0
Videotapes	1	1	0	0	0
Computer courseware	0	2	0	0	0
Other					

Lao: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Lao. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Two professors identified and rated the overall needs of the Lao language. Both professors cited the need for beginning-level materials. Among those listed were: a textbook, reader, and conversational materials. All three materials were rated at 5. Other materials listed include an intermediate textbook and authentic videotapes for all levels of instruction.

Lao: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

One two program/center director reported offering Lao language instruction. Lao was not mentioned by the directors as a most important language in terms of materials development needs. Indonesian, Tagalog, and Thai were each mentioned by two directors as most important languages, the highest in the Southeast Asia world area.

Lao: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Professor D. Haig Roop, of the University of Hawaii was in the process of developing materials at the time of the survey.

World Area: Southeast Asia and Pacific Islands
Language: Tagalog

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Southeast Asia and Pacific Islands World Area

NFLRC received 58 LCRs and 10 PDQs for the Southeast Asia and Pacific Islands world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Burmese (5)
Ilokano (1)
Indonesian (15)
Khmer (2)
Lao (2)
Tagalog (10)
Thai (17)
Vietnamese (6)

See Appendix D for a list of institutions by language participating in the survey.

Tagalog: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Ten LCR from three institutions were completed for the Tagalog language. Tagalog was represented with the third highest number of LCRs in the Southeast Asia and Pacific Islands world area; Thai was represented with the highest number of LCRs (17) and Indonesian with the second highest number (15).

Tagalog: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed three LCRs for beginning-level Tagalog.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following textbooks were described as very useful by the professors using them:

- *Conversational Tagalog: A Functional-Situational Approach* by Teresita Ramos (Honolulu, University Press of Hawaii: 1985).
- *Pilipino Through Self-Instruction*, Books II and III, by John U. Wolff (Ithaca, Cornell University Southeast Asia Program: 1991).
- *Basic Tagalog for Foreigners* by Paraluman S. Aspillera (Rutland, Tuttle Press: 1980).
- *Supplementary Packets*, 1 and 2, by Maria Monita Manalo (Unpublished, but may be obtained from the author at the University of Wisconsin-Madison).

While the professor using the textbook by Wolff noted that it is sometimes "unnecessarily difficult" and that the readings in it contain "often archaic Tagalog," satisfaction with these beginning-level textbooks was relatively high.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Two professors at the beginning level were using audiotapes that accompanied the texts listed above, according to the survey. The audiotapes for *Conversational Tagalog* may be obtained from the University of Hawaii Language Laboratory. The audiotapes that accompany *Pilipino Through Self-Instruction* may be obtained through the SEAP Language Laboratory, Cornell University.

In addition to the materials listed above, two professors cited the use of locally-prepared audiotapes as needed, for pronunciation drills, and practice listening to conversations between native speakers, or the recounting of Filipino tales and legends. One professor was using commercially-produced audiotapes of Filipino music in the beginning-level course.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Two professors were using videos at the beginning level. These consisted of Betamax tapes of Tagalog movies and cultural shows recorded from television programs in Manila. The same professor had access to Philippine news broadcasts via satellite at his/her institution. Slides depicting Philippine geography, transportation, industry, education, etc. were also used by this professor to enhance the students' cultural understanding.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor reported the use of computer courseware at the beginning level.

Intermediate Level

Professors completed two LCRs for intermediate-level Tagalog.

Textbook

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following list is of intermediate-level textbooks:

- *Intermediate Tagalog: Developing Cultural Awareness Through Languages* by Teresita V. Ramos and Rosalina Morales Goulet (Honolulu, University Press of Hawaii: 1981). This book was rated very useful by one professor.
- *Modern Tagalog* by Teresita Ramos and Resty M. Cena (Honolulu, University Press of Hawaii: 1991). This was rated useful by the professor.
- *Pilipino Through Self-Instruction*, Books II and III by John U. Wolff (Ithaca, Cornell University Southeast Asia Program: 1991).
- *Mga Babasahín para sa Ikatló at Ika-apat na Semestreng Tagalog* (Readings for Third and Fourth Semester Pilipino) edited by Maria Monita Manalo (University of Wisconsin-Madison, Center for Southeast Asian Studies: 1992).

The last two entries received the rating of very useful from the professor using them.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The audiotapes in use accompanied the textbook *Intermediate Tagalog*. The other professor at the intermediate level was using locally-prepared audiotapes that were used in tandem with textbooks. The professor also mentioned the use of audiotapes containing music and narrations by native speakers of Tagalog to enhance language courses.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Both professors listed the use of videos at the intermediate level. One professor was using a set of pedagogical videos called *Pakinggan at Unawain: Comprehending Intermediate Tagalog*, a 42-episode videotape series concerning everyday scenes in the Philippines, produced by Teresita Ramos. The series is accompanied by a 272-page Teacher's Guide.

The other professor at the intermediate level used videotapes of Tagalog movies and cultural shows recorded from television programs in Manila. The same professor had access to Philippine news broadcasts via satellite at his/her institution. Slides depicting Philippine geography, transportation, industry, education, etc. were also used by one professor to enhance the students' cultural understanding.

Salome, a Filipino film script by Ricardo Lee (University of Wisconsin-Madison, Center for Southeast Asian Studies: 1993), was also mentioned by the reviewer Manalo, who stated that it was generally used as a supplementary material in classes.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor reported the use of computer courseware at the intermediate level.

Advanced Level

One professor completed one LCR for advanced-level Tagalog.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The advanced-level textbooks are as follows:

- *Advanced Tagalog Reader* by Teresita V. Ramos (Washington, US Department of Education: 1985). This book was rated very useful. Photocopied versions are available from the University of Hawaii book store.
- *Intermediate Readings in Tagalog* (Berkeley, University of California Press: 1968). This was rated useful.
- *Advanced Readings in Tagalog* compiled by the University of Hawaii at Manoa, is a collection of essays, short stories, poetry and plays. It was rated useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor of the two advanced level courses did not cite the use of any audiotapes.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. The professor listed the use of an 18-video documentary, *Pag-unawa sa Kulturang Pilipino: Comprehending Advanced Tagalog* for the advanced level courses. The series was produced by Teresita Ramos and depicts the particular cultural differences in Filippino thought and behavior. It is accompanied by a 108-page Teacher's Guide.

Also available on video is a seven-part series on Philippine music, art, architecture, etc. The video was prepared by the Cultural Center of the Philippines.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor reported the use of computer courseware at the advanced level.

Other Courses

Professors completed four LCRs for the other courses category.

Two courses entitled "Structure of Tagalog" and "Tagalog Literature" were being offered at the time of the survey at the University of Hawaii.

Only textbooks were listed by the professors who addressed to these courses.

- *Modern Tagalog: Grammatical Explanations and Exercises for Non-Native Speakers* by T. Ramos and R. Ceña (Honolulu, University Press of Hawaii: 1990).
- *Tagalog Reference Grammar* by Paul M. Schacter and Fe T. Otanes (Berkeley, University of California Press: 1972).

One professor described the materials in use for the two literature courses. For the course entitled "Tagalog Traditional Literature," a collection of folk literature, ie., folk tales, epics, and indigenous dramas, was in use. A collection of contemporary literature, ie., plays, short stories, poetry, and essays was used for the course entitled "Tagalog Contemporary Literature."

Tagalog: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

The materials reported to be in the greatest need of development for beginning-level Tagalog were "supplementary materials" which were identified by the professors personally. "Supplementary materials" include authentic readings, audiotapes, and videotapes. The suggestion for such materials was made not only by both responding professors, but by the responding program/center director as well. The need for authentic "supplementary materials" was rated at 5 all around.

The only items on the list of ten which the two participating professors agreed on in terms of their being developmental priorities were videotapes and audiotapes. The items each received one rating of 5 and one of 4. One professor commented that tapes in the style of those by John U. Wolff, but which are more consistent with the textbook, were needed. As for the desired orientation of videotapes, the same professor suggested that such materials be developed in both English and Tagalog with an eye to Philippine culture.

Computer courseware for all levels of Tagalog instruction was perceived as a priority by one professor who rated this item at 5. The professor stated that courseware should include "grammar, readings, and listening drills."

Finally, one professor saw dictionaries as highly needed at the beginning level. The professor recommended a dictionary, *English-Tagalog and Tagalog-English Dictionary*, by James English, (published by the National Book Stores, Manila). According to the reviewer Maria Monita Manalo, this dictionary is now available at the University of Wisconsin bookstore.

Reviewer Manalo commented that it is not surprising that the highest rated categories in Q12 were primarily "suggestions for materials that both professors independently put forth." Rather than rejecting the need for basic, intermediate, and advanced textbooks, etc., the professors polled may be suggesting that there is a more pressing need for a well-integrated, unified language and culture Tagalog textbook, or tailored-to-the-class types of instructional materials for Tagalog in the institutions surveyed. The reviewer points to the current situation where she was teaching at the time, the University of Wisconsin-Madison. She stated that the Tagalog program there, for example, is limited to two levels, beginning and intermediate, which have quite uneven distributions of students in several ways. The beginning-level classes are larger, and include students from a wider variety of backgrounds in terms of age, major, and ability. Professor Manalo commented that it would be difficult to find one textbook to meet the needs and interests of such a class, hence the need for supplementary materials to fill in the gaps.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	0	0	0
Student reference grammar	0	1	0	0	1
Reading texts	1	0	1	0	0
Dictionaries	2	0	1	0	0
Business language material	0	1	0	0	1
Audiotapes	2	1	0	0	0
Videotapes	2	1	0	0	0
Computer courseware	1	0	1	0	0
Other: authentic supplementary materials	1	0	0	0	0

Intermediate Level

At the intermediate level, professors saw the greatest need for computer courseware, audiotapes, an intermediate textbook, and reading texts. Each materials was rated once at 5.

Computer courseware for all levels of Tagalog instruction was perceived as a priority by one professor who rated this item at 5. The professor stated that courseware should include "grammar, readings, and listening drills."

Audiotapes, according to one professor, should follow the textbook or reading texts; the professor pointed to the need of free student access to tapes for listening and duplication purposes.

Reading texts should include "a good collection of Philippine classic literature and popular culture...in the Pilipino language."

Intermediate textbooks should be more appropriate to the level. In the words of one professor, current textbooks for this level are either "too easy, (Ramos)" or "too complicated and difficult (Wolff)." Another professor stated that "there is a need for an intermediate grammar text with dialogues and exercises, but without the readings. The latter would be better off as a separate compilation," in the event the instructor finds it unsuitable for the students' levels.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	1	0	0	0	1
Student reference grammar	0	0	0	0	1
Reading texts	1	0	1	0	0
Dictionaries	0	0	1	0	0
Business language material	0	0	0	0	1
Audiotapes	1	1	0	0	0
Videotapes	0	1	0	0	0
Computer courseware	1	0	0	0	0
Other: authentic supplementary materials	1	0	0	0	0

Advanced Level

Computer courseware, videotapes, and authentic materials, were needed for this level. Professors rated them at 5. Authentic materials such as newscasts, soap operas, forums, talk shows, films and taped t.v. programs were desired by one professor. No additional comments were provided for the materials at the advanced level.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	0	0	1	0	0
Student reference grammar	0	0	0	0	1
Reading texts	0	0	1	0	0
Dictionaries	0	0	1	0	0
Business language material	0	0	0	0	1
Audiotapes	0	1	0	0	0
Videotapes	2	1	0	0	0
Computer courseware	1	0	0	0	0
Other: authentic supplementary materials	1				

Other Courses

For the course entitled "Structure of Tagalog", computer courseware was reported to be in need for development. The professor stated that "exercises on grammar" would be particularly useful.

For the course "Tagalog Traditional Literature", reading texts "with questions" and videotapes in the style of "sarsuela, ie., musical plays," and "pasyen," which are chants about the life of Christ were in greatest need. .

An anthology of poems, plays, short stories and essays was needed for "Tagalog Contemporary Literature."

The instructional materials mentioned above were all rated at 5.

Tagalog: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Tagalog. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Three professors identified and rated the overall needs for the Tagalog language. At the beginning level, professors cited the need of a number of materials. Reading materials that could supplement a textbook was listed by two professors and rated at 5. These readers should cover cultural aspects and include exercises. Audiovisual materials were also listed by two professors. One professor called for "appropriate Tagalog films" that are made for class use in that they are the proper length and are at the correct level of instruction. For audiotapes, one professor called for tapes to accompany the Wolff textbook, and which have "continuity, accuracy, and order."

At the intermediate level, professors cited numerous materials including: audiotapes, videotapes, reading texts, and grammar texts. No specific orientation of these materials was stated.

Reading texts and skill workbooks were the two materials listed for the advanced level. They were rated at 5 and 4 respectively.

Tagalog: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Five program/center directors reported offering Tagalog language instruction at their institutions. Tagalog was mentioned by two directors as a most important language in terms of materials development needs. In the Southeast Asia world area, Indonesian and Thai also received two ratings as most important language by program/center directors.

Commenting on the needs for the Tagalog language, one director highlighted the need for "authentic" supplementary materials for "listening, speaking and reading" geared toward the advanced level. The need for computer-based instruction was also indicated by the director.

Tagalog: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Maria Monita Manalo, of the University of Wisconsin at Madison, was compiling a reading text on popular and traditional Tagalog literature for her courses.

Teresita Ramos, of the University of Hawaii at Manoa stated that she was in the process of developing supplementary materials which focus on communicative activities, and a two-way Tagalog-English dictionary.

John Wolff of Cornell University was said to be developing instructional materials as well.

World Area: Southeast Asia and Pacific Islands
Language: Thai

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the l990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Southeast Asia and Pacific Islands World Area

NFLRC received 58 LCRs and 10 PDQs for the Southeast Asia and Pacific Islands world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Burmese (5)
Ilokano (1)
Indonesian (15)
Khmer (2)
Lao (2)
Tagalog (10)
Thai (17)
Vietnamese (6)

See Appendix D for a list of institutions by language participating in the survey.

Thai: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Seventeen LCRs from seven institutions were completed for the Thai language. Thai was represented with the highest number of LCRs in the Southeast Asia and Pacific Islands world area; Indonesian was represented with the second highest number of LCRs (15) and Tagalog with the third highest number (10).

Thai: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed six LCRs for beginning-level Thai.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The beginning-level textbooks listed are as follows:

- *A.U.A. Language Center Thai Course*, 3 vols., by J. Marvin Brown (Bangkok, The American University Alumni Association Language Center: 1969 and 1986). This book was used by five of the six professors. Three professors judged the work to be useful. One professor found the reading portion of the course very useful, and two professors stated that the set of materials was less useful.
- *Thai Basic Reader* by Thomas W. Gething and Pongsuwan T. Bilmes (Honolulu, University of Hawaii: 1977). This book was used by three professors. It was rated very useful by one professor and useful by another.

The reviewer of this survey of the Thai language, Jan Weisman, reported on some materials which were not mentioned by any of the professors. These materials, with her comments, are as follows:

- *A Workbook for Writing Thai* by William Kuo (Center for South and Southeast Asian Studies, University of California at Berkeley: 1979). This book was described as "a good tool for teaching the script of [the] language."
- *Teaching Grammar of Thai* by William Kuo (Berkeley and Washington, Center for South and Southeast Asian Studies, University of California at Berkeley: 1982). The *Workbook*, Weisman notes, is "a prerequisite to *Teaching Grammar of Thai*, as the latter uses no transliteration."

As Weisman put it, the "main positive points of *Teaching Grammar of Thai* are its avoidance of transliteration and the practicality of the vocabulary and dialogues it presents." She has also found that her students appreciated "its minimal grammar explanations." One negative aspect of the book, is its reliance on "substitution drills in teaching grammar points."

Weisman also mentioned the instructional materials used by the Peace Corps and the Mission Training Center of the Mormon Church, but these materials are not generally available to the public. Mr. James Promyothin at the Defense Language Institute at Monterey is said to be developing a set of materials.

Audiotapes

Question 8 asked professors to list audiotapes currently used. All six professors cited the use of audiotapes in their courses. Most were using the audiotapes which accompanied the commercial textbooks listed above.

Four of five professors using the *A.U.A. Language Center Thai Course Books* were also using the accompanying audiotapes. Satisfaction with these materials appeared to be mixed, as two of the four professors using these tapes judged there to be a high need for the development of audiotapes, while two did not.

One professor used the tapes which accompanied *Thai Basic Reader*, but also noted a high need for audiotapes. Three professors were using locally-prepared tapes either exclusively or in tandem with commercial ones.

For the textbooks added by reviewer Weisman, there are apparently no audiotapes in existence at this time.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Four of six beginning level professors were using audio-visual materials. Thai Cable Television, personal slide collections, and commercial films were listed by professors.

One pedagogic video was cited. This was a videotape developed by the Thai team at the 1992 National Foreign Language Resource Center's Summer Institute at the University of Hawaii. Those interested in the further development of this video should contact Oranit Limmaneeprasert at the University of Hawaii.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. Two of six professors listed some involvement with computer courseware. One professor was using the FLIS software for Thai from Northern Illinois University designed by Professor George Henry. The package is for drills and practice, tutorials, problem-solving, authoring systems, and testing and evaluating. It is IBM-compatible and was rated very useful by the responding professor who also stated that "student evaluations give it high marks."

Another beginning level professor was waiting to receive *CU* a superior Thai language software program from Chulalongkorn University in Bangkok. The software is for practice with Thai language font and is for use on the Macintosh and IBM. The comment was made that "the Thai fonts produced in America have not been very good. *Laser Thai* could be useful if it had the standard Thai keyboard, and if printing problems were solved." The professor stated that the program would be very useful if "bugs were ever all vanquished."

The reviewer of this report, Jan Weisman, stated that a good source of Thai language fonts is available from: Ecological Linguistics (P.O. Box 15156, Washington, D.C. 20003). This company produces a wide variety of Macintosh-compatible fonts for less commonly taught languages.

Intermediate Level

Professors completed seven LCRs for intermediate-level Thai.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of the textbooks cited:

- *Thai Basic Reader* by Thomas W. Gething and Pongsuwan T. Bilmes (Honolulu, University of Hawaii: 1977). Four professors rated this textbook useful. One called it very useful.
- *A.U.A. Language Center Thai Course Books*, by J. Marvin Brown (cited previously). This book was rated useful and less useful by the two professors using it.
- *FSI Thai Reader* by Prawet Jauthorat (draft copy). Described as very useful by the professor using it.
- *The Thai System of Writing* by Mary A. Haas (Ithaca, Spoken Language Services: 1965 and 1980). This was labeled very useful by the professor using it.

The reviewer, Weisman, commented that the textbook set used by the Peace corps entitled *Thai Basic Course*, Book 4, vols. 1 and 2 are quite useful. She indicated that her students found particularly of interest the "few chapters geared specifically toward the Peace Corps experience" as these "were developed for people working in Thailand rather than people in a stateside classroom." The availability of these materials to the general public is not clear.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Five of seven professors listed the use of audiotapes, but only two were employing commercially-prepared tapes, which accompanied *Thai Basic Reader* and *A.U.A. Language Center Thai Course Books.* Four professors cited the use of locally-prepared tapes which included literary readings and readings of texts from textbooks used in the course.

The reviewer, Weisman, reported that *Thai Basic Course* is accompanied by a set of tapes.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Three of seven professors were using video materials, according to the surveys. This included commercial films and slides, gameshows and talkshows from Thai television, and Thai cable television broadcasts.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. As at the beginning level, two professors were using computer courseware at the intermediate level. One professor was using the FLIS software for Thai from Northern Illinois University designed by Professor George Henry. The package is for drills and practice, tutorials, problem-solving, authoring systems, and testing and evaluating. It is IBM-compatible and was called 'very useful' by the responding professor who also stated that "student evaluations give it high marks."

Another beginning level professor was waiting to receive *CU* a superior Thai language software program from Chulalongkorn University in Bangkok. The software is for practice with Thai language font and is for use on the Macintosh and IBM. The comment was made that "the Thai fonts produced in America have not been very good. *Laser Thai* could be useful if it had the standard Thai keyboard, and if printing problems were solved." The professor stated that the program would be very useful if "bugs were ever all vanquished."

Advanced Level

Professors completed four LCRs for advanced-level Thai.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of the advanced-level textbooks:

- *Thai Cultural Reader*, Books I and II, by Robert B. Jones and Ruchira C. Mendiones (Ithaca, Southeast Asian Studies Program, Cornell University: 1976). This book was rated useful by two professors and less useful by another.

- *FSI Thai Reader* by P. Jauthorat (draft copy). This textbook was labeled very useful by the professor using it.

- *Thai Basic Reader* by Thomas W. Gething and Pongsuwan T. Bilmes (Honolulu, University of Hawaii: 1977). This was described as less useful by the professor using it.

Reviewer Weisman mentioned the book *Introduction to Thai Literature* which is available from Cornell University. She stated that the readings from this book are for highly advanced students of the language.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Two of four professors were using locally-prepared audiotapes. The other two professors at this level did not provide information on the use of audiotapes in their courses.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. There were no new revelations in video use at the advanced level. While many professors were teaching at different levels, the use of videotape materials did not vary. Movies, personal collections of slides, taped gameshows and talkshows, and Thai cable television broadcasts were listed. Two professors judged there to be a high need for videotapes at the advanced level.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor at the advanced level was using computer courseware. One professor stressed the need for such materials, however.

The reviewer of this report, Jan Weisman, stated that she feels there is a need "for all types of materials on all levels" of Thai language teaching. In light of this, Weisman's comments, cited below, are not level specific unless otherwise indicated.

Thai: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

Textbooks were reported to be in greatest need of development for beginning-level Thai. Four professors rated the need at 5 and one rated the need at 4. Commenting on the desired orientation of these textbooks, professors suggested: "more communicative and situational texts, concise grammar explanations," more drills, that they be "geared toward rapid progress in Thai."

Many professors stated the need for textbooks which do not use romanized Thai lettering. Reviewer Weisman added "such texts (which use Thai script) promote the rapid mastery of the Thai script rather than relying on romanization." One professor stated that "most of the texts available now have limited usefulness," and continued to say that "most beginning textbooks rely heavily on romanization, rather than the Thai alphabets, which can later hinder students' ability to read and write Thai."

At all levels of Thai instruction, there was a resounding call for more authentic and communicative teaching materials. The reviewer suggested that "given the significant cultural differences between Thailand and the United States, Thai language texts [should] include explanations of cultural points (especially important if the materials in such texts is drawn from 'authentic' sources."

Following textbooks, the need for audiotapes and reading texts were the second greatest need. Each material's need was rated twice at 5 and once at 4. According to one professor, audiotapes should "emphasize oral communication, speaking and listening," and include "conversations, discussions, reports, and stories." Another professor suggested that the tapes accompany textbooks. The comments made pertaining to reading texts were that they be "authentic" and "suited to low-level readers."

The reviewer of this report, Jan Weisman, wrote that she would find important the development of two types of audiotapes: 1) taped essays which would supplement instead of repeat passages from the text, and 2) tapes for the "very beginning level," such as audiotapes that introduce "the sounds of the Thai alphabet and the Thai tones."

Student reference grammars received one rating of 5 and two of 4. One professor expressed the desire to see grammars which focus on the teaching of Thai sentence structure.

On this subject, Weisman stated that "the limited number of reference grammars available are more suited to those interested in theoretical analysis of the language than to those learning [it] for communicative purposes." Weisman suggested that a reference grammar include "not only sentence structure explanations, but also explanations of the use of tautology in Thai, the finer shades of meaning among seemingly synonymous terms, and the use of final particles and other 'untranslatable' means of expressing nuance in the language."

Videotapes and dictionaries received identical ratings: one 5, one 4, and two ratings of 1. Videotapes should be "authentic" according to one professor. One professor stated that a computerized dictionary with Pali-Sanskrit borrowings would be particularly helpful. As for videotapes, Weisman stressed the importance of videotapes which have good sound and picture quality.

Weisman expressed surprise that dictionaries received high ratings. She notes: "two very good Thai-English dictionaries (by Haas and McFarland) have existed for decades and need only to be updated." On the other hand, Weisman agreed that "there is some need for the development of an English-Thai dictionary, as those available are geared towards Thai students of English."

One professor stated the need for realia in general from Thailand. The professor in question did not make any more specific comments as to the nature of the realia desired.

The need for computer courseware was addressed by only two professors. The ratings given were a 4 and a 3. Courseware was needed, according to one professor, to help students "practice vocabulary, grammar, and spelling." Weisman pointed out the advantage of portable courseware which could be used at any machine where students are more likely to be working.

The need for business language materials received the lowest ratings of the list. With three professors addressing the item, the ratings were one 3, and two ratings of 1.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	4	1	1	0	0
Student reference grammar	1	2	0	0	1
Reading texts	2	1	0	1	0
Dictionaries	1	1	0	0	2
Business language material	0	0	1	0	2
Audiotapes	2	1	0	0	2
Videotapes	1	1	0	0	2
Computer courseware	0	1	1	0	0
Other: realia/authentic materials	1	0	0	0	0

Intermediate Level

Textbooks were reported to be in greatest need of development for intermediate-level Thai. Five professors rated the need at 5. Professors commenting on the desired orientation agreed on the need for textbooks which include "up-to-date materials," take on a more communicative approach, and which are competency-based.

Following the need for textbooks, audiotapes were next on the level of need. Four professors rated the need at 5. Audiotapes which accompany a textbook, which include "drills, speeches and stories," and which "emphasize pronunciation and listening" were suggested by professors.

Reading texts and student reference grammars were reported with near equal need. The desired orientation of the readers was for a "greater variety" in selections. The only comment made as to the desired orientation of a grammar was that it explain Thai "sentence construction." Both materials were rated three times at 5.

Computer courseware and videotapes both received three ratings of 5 as well. Videotapes should include "stories, speeches, and news broadcasts," according to one professor. No comments were made as to the desired orientation of computer courseware.

A "computerized dictionary" received a rating of 5 from one professor and 4 from another. Three other professors addressed this item, giving it ratings of no higher than 3.

Three professors addressed the need for business language materials. The item received one rating of 5, one of 3, and two ratings of 1. No specific comments were made regarding the desired orientation.

The desire for "realia" and "authentic recordings" was reiterated at the intermediate level. The items received a rating of 5.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	5	0	0	2	0
Student reference grammar	3	1	0	0	0
Reading texts	3	2	1	0	0
Dictionaries	1	1	1	0	2
Business language material	1	0	1	0	1
Audiotapes	4	1	0	0	1
Videotapes	3	0	0	0	2
Computer courseware	3	0	1	0	0
Other: realia, authentic recordings	1	0	0	0	0

Advanced Level

Textbooks and reading texts were reported to be in greatest need of development for advanced-level Thai. Each was rated four times at 5.

Both intermediate- and advanced-level textbooks were thought of as "not very interesting and out-of-date." Another professor pointed to the "complete lack of textbooks designed to teach reading skills to advanced students." Professors desired textbooks that are communicative and "competency based," and include more current texts and grammar.

The comment was made that "the only available reader has no explanatory material, no exercises, and no authentic texts." One professor stated the need for "authentic general materials of interest to all readers."

Audiotapes were rated twice at 5. As with the previous levels, the desired orientation for audiotapes were that they be "authentic" and that they "go with textbooks."

Videotapes and student reference grammars were rated with one 5 and one 4. One professor stated that "no student reference grammar exists." No additional comments were made for these materials. Computer courseware was rated once at 5, but the desired orientation was not given.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	4	0	0	0	0
Student reference grammar	1	1	1	0	0
Reading texts	4	0	0	0	0
Dictionaries	0	1	0	0	0
Business language material	0	0	1	0	0
Audiotapes	2	0	0	0	1
Videotapes	1	1	0	0	1
Computer courseware	1	0	0	0	0
Other					

Thai: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Thai. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Nine professors identified and rated the overall needs for the Thai language. The beginning level was cited most often in terms of materials development. Beginner textbooks were listed by five professors and rated at 4 and 5. Professors called for both basic and conversational textbooks. One professor suggested using Thai children's stories. Student reference grammars for the same level were listed four times and rated at 5. According to professors, audiotapes (listed three times and rated at 5) should be used to teach tones and practice conversational skills.

Reading texts were cited most often for the intermediate and advanced levels, and rated at 4 and 5. Professors described the need for readers to have explanatory material and exercises, and use authentic texts. Many professors commented on the virtual absence of a useful Thai reader at any level of instruction. Other materials listed include: authentic films and videotapes, a computerized dictionary, and a speaking text.

Thai: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Eight program/center directors reported offering Thai language instruction at their institution. Thai was mentioned by two directors as a most important language. In the Southeast Asian world area, Thai shares with Indonesian and Tagalog the first position for the highest number of most important language mentions.

Commenting on the materials needed for the Thai language, one director pointed to the high (5) need for beginning-level reading texts. The other director did not make specific comments as to the materials needed.

Thai: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

John F. Hartmann of Northern Illinois University has developed CAE lessons for an intensive course in beginning Thai. He has also begun a computerized dictionary for Thai and Indonesian.

Frederick H. Jackson from the Foreign Service Institute is developing reading materials and exercises for unspecified levels of instruction.

Kathie Carpenter of the University of Oregon is working on drills for the computer.

Ecological Linguistics (P.O. Box 15156, Washington, D.C. 20003).

World Area: Southeast Asia and Pacific Islands
Language: Vietnamese

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Southeast Asia and Pacific Islands World Area

NFLRC received 58 LCRs and 10 PDQs for the Southeast Asia and Pacific Islands world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Burmese (5)
Ilokano (1)
Indonesian (15)
Khmer (2)
Lao (2)
Tagalog (10)
Thai (17)
Vietnamese (6)

See Appendix D for a list of institutions by language participating in the survey.

Vietnamese: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Six LCRs from three institutions were completed for the Vietnamese language. Vietnamese was represented with the fourth highest number of LCRs in the Southeast Asia and Pacific Islands world area; Thai was represented with the highest number of LCRs (17) and Indonesian with the second highest (15).

Vietnamese: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed three LCRs for beginning-level Vietnamese.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following beginning-level textbooks were rated useful by professors:

- *Speak Vietnamese* by Nguyen-Dinh Hoa (Rutland, Charles E. Tuttle: 1981).
- *Spoken Vietnamese* by Huynh Sanh Thong and Robert Jones (Ithaca, Spoken Language Services, Inc.: 1979).
- *First Year Vietnamese* by Robert Quinn.
  Revised by the University of Hawaii.
- *Vietnamese for Foreigners* by Bui Phung (Hanoi, Hanoi University Press: **year?**). This book was rated less useful because of its methodology; no precisians were made. The professor did comment on the up-to-date vocabulary found in the textbook.

Audiotapes

Question 8 asked professors to list audiotapes currently used. One professor cited the use of locally-prepared audiotapes for drills. The other professor at this level used tapes which accompany *First Year Vietnamese*.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. One of the two professors cited the use of videotapes. The two videos used were *Thanh's War* and *Ben Kia Man Suong*. It is unclear whether or not these were instructional videos.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One of the three professors was using computer courseware at this level of instruction. *Vietnamese Hypertext Primer* written and published by Stephen O'Harrow was described as "integrating Hanoi dialect into dialogues and vocabulary work and some drills," with "total audio included." This program was for the most part recorded by the University of Hanoi faculty members. The professor using it described the program as very useful.

Intermediate Level

One professor completed one LCR for intermediate-level Vietnamese.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The two intermediate textbooks, both rated useful are listed below:

- *Intermediate Spoken Vietnamese* by Franklin E. Huffman and Tran Tronghai (Ithaca, Southeast Asia Program: 1980).
- *Intermediate Vietnamese Reader* by Robert M. Quinn (Ithaca, Southeast Asia Program: 1972).

Audiotapes, Videotapes and Computer Courseware

Questions 8-11 asked professors to list audiotapes, other audiovisual materials and technology currently used. No professor reported the use of these materials at this level of instruction.

Advanced Level and Accelerated Courses

One professor responded for both of these courses, but did not elaborate on the materials used the courses. The advanced-level course used no textbooks, but instead used "selected materials" which were not listed. Locally-prepared audiotapes containing "selected passages" were used in the course, perhaps suggesting that the course is tailored to the students' needs. Neither videotapes nor computer courseware was mentioned as being in use in the advanced level course.

The accelerated course was described as a course for "preliterate, fluent, native speakers of Vietnamese." Selected materials were used in this course as well. Otherwise, no other materials were specifically listed as in use for this course.

Vietnamese: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

Textbooks were reported to be in the greatest need of development for beginning-level Vietnamese. Three professors rated the need at 5. The desired orientation was for textbooks that are "up-to-date" and include more drills, exercises, and illustrations. One professor stated that a basic introductory textbook "via computer in the Hanoi dialect" was in the process of development as of May 1993. Audiotapes, rated twice at 5, should accompany textbooks, be of "good quality" and "more current."

One beginning-level professor also rated the need for reading texts, business language materials, and computer courseware with a 5. No comments were made as to the desired orientation for reading texts, but one professor pointed to the need for "communicative and practical" business language materials.

One professor took the opportunity in Q12 to mention the need for textbooks from Vietnam, and periodicals published in Vietnamese. These authentic materials would perhaps serve as supplements to classroom textbooks designed with American students in mind.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	3	0	0	0	0
Student reference grammar	0	0	1	0	0
Reading texts	1	0	0	1	0
Dictionaries	1	0	0	0	1
Business language material	1	1	0	0	0
Audiotapes	2	0	0	0	0
Videotapes	0	1	1	0	0
Computer courseware	2	0	0	0	0
Other: textbooks and periodicals from Vietnam	1	0	0	0	0

Intermediate and Advanced Levels

The single professor responding for the intermediate and advanced levels also rated at 5 the need for intermediate and advanced textbooks and audiotapes, and reiterated the same needs on the LCR that dealt with the special, accelerated course.

Summary of Intermediate and Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	1	0	0	0	0
Advanced textbooks	1	0	0	0	0
Student reference grammar	0	0	1	0	0
Reading texts	0	0	0	0	0
Dictionaries	0	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	0	0	1	0	0
Computer courseware	0	0	0	0	0
Other					

Vietnamese: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Vietnamese. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Two professors identified and rated the overall needs for the Vietnamese language. Textbooks for the beginning, intermediate, and advanced levels were listed five times and rated at 4 or 5. The only other material listed was reading texts for the advanced level. The need was rated at 5.

Vietnamese: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Seven program/center directors reported offering Vietnamese language instruction at their institutions. Vietnamese was mentioned by one director as a most important language in terms of materials development needs. In the Southeast Asian world area, Vietnamese shares with Indonesian and Thai the first position of the highest number of mentions as most important language.

Commenting on the materials needed for the Vietnamese language, the director pointed to the need for beginning-level textbooks.

Vietnamese: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Stephen O'Harrow of the University of Hawaii is working on computerized instruction for Vietnamese using *HYPERTEXT*. O'Harrow will provide this program (twenty-two 3.5" diskettes) for the cost of copying and shipment. The program is currently being used at the University of Washington, LAVAC University Quebec, and the University of Helsinki. O'Harrow also stated that he would likely begin work on a CD-ROM audio Vietnamese/English-English/Vietnamese dictionary in June 1993.

Kim Nguyen of the University of Washington is developing supplementary materials for the beginning and intermediate-levels, and is assembling a collection of texts for the advanced level. At the time of the survey, these materials were not yet ready to be made available to other institutions.

Review by World Area: Sub-Sahara Africa

One professor from each of the eight world areas (six of the eight responded) was asked to write an overview of priorities on a world area as a whole. Professors were chosen a) based on their expertise and accessibility to information regarding trends in instructional materials development in their particular world area, and b) regardless of whether they had already contributed as a survey respondent or as a reviewer by language. The reviewers were asked to address the following questions in their overview.

- Which languages within your world area are adequately served with instructional materials?
- Which languages are in need of additional materials, and specifically, what kind of materials are needed?
- What languages will increase and decrease in importance during the 1990's?
- Who is currently developing new instructional materials for your world area languages, and what materials are already in print?
- What problems may exist for material creation and implementation?

Project staff worked with reviewers to ensure that the overviews demonstrated adequate breadth, depth and style.

Trends and Needs in African Language Teaching and Teaching Materials

Russell G. Schuh (UCLA)

Languages adequately served by currently available materials

Classroom instruction in African languages has been offered at a number of universities in the United States for about three decades. Compared to the more commonly taught European languages, as well as a few other major modern languages such as Japanese, Chinese, or Arabic, this is not a long time. On the other hand, it is the past three decades which have seen the flourishing modern language pedagogy. Prior to the late 1950's, almost all university language instruction was in the traditional grammar-translation format. In the 1960's, audio-lingual methodology became the overwhelmingly dominant model for classroom instruction and text development. An unprecedented number of new texts for an unprecedented range of languages was created. This included languages from every world area. The greatest impetus for development of materials during this period came from two sources: the National Defense Education Act and the Peace Corps, which was sending volunteers to places previously visited by few Americans. In most cases, texts created for these programs were written by linguists working in conjunction with native speakers of the languages rather than by people who had long experience studying and teaching the languages. The texts thus created were invariably in the audio-lingual format.

Since the 1960's, language teaching methodologies have undergone massive changes, not necessarily always for the better, but most people seriously concerned with language teaching would agree that the shift from the rigid grammar-oriented drill of the audio-lingual method to "communicative" approaches of the last decade or so have not only made the language classroom a more enjoyable environment for both student and teacher but also have, arguably, produced better results in terms of language competence.

The creation of teaching materials for the commonly taught languages and ESL has reflected changing methodology. Attractive texts with a strong cultural orientation and a wealth of ideas for communicatively-oriented classroom activity are now available for such languages. This is not true for African languages. For virtually all African languages, the only published pedagogical materials remain those produced in the 1960's or early 1970's. These vary in quality and scope. None that I know of go beyond the equivalent of a first year of university instruction. The best of them could still serve as the basis for a course by providing a source of basic vocabulary, grammar explanation, and examples of the language. But to achieve modern standards for language instruction, they would have to be heavily supplemented with culturally oriented materials and communicative activities in place of the mim-mem, pattern drill which is the basis of the audio-lingual texts. In this sense, *no* African language is adequately served at any level by widely available published materials.

Introductory texts

I cannot claim intimate familiarity with pedagogical materials outside languages which I have personally taught or supervised the teaching of (Hausa, Wolof, Ewe); I also have some acquaintance with what is available for other languages which are taught or have been taught at UCLA (Swahili, Zulu, Yoruba, Bambara, Igbo, Amharic). Experience with these languages suggests that reasonably adequate **introductory texts** are available through commercial sources[1] for Swahili (Hinnebusch and Mirza, among several others), Hausa (Cowan & Schuh), Bambara (Bird et al), and possibly Yoruba (Barber), though the latter seems to have mixed reviews. While these languages have texts which could serve as the basis for a full first year course, none could be called a "stand alone" text. In the areas of audiotapes, videotapes, and cultural information, the texts must be supplemented in class by teacher-designed materials and activities.

As for the other languages mentioned above (Zulu, Wolof, Amharic, Igbo, Ewe), there is either no text readily available in the United States at all, or the available texts are inadequate or seriously flawed as the basis for a first year course. For Ewe, for example, there is a set of very nicely-produced materials covering both culture and grammar from the Experiment in International Living, but I have found it difficult to get any material through this organization.[2]

There are a few other languages for which relatively good introductory texts have been produced more recently than the 1960's–a Chichewa text by Scotton & Orr is a notable example–but I believe it is safe to say that no other sub-Saharan African language is served even to the relatively modest standards of those four "best-served" languages.

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[1] By "commercial sources", I mean that a language teacher at a U.S. university could order a text through a bookstore or directly through the publisher.

[2] The Experiment in International Living has produced sets of materials that I have not seen for other African languages (Kabiye, Mauritanian, Arabic, SeTswana, SiSwati, Soninke, Swahili, and Tem). If these materials are comparable to those for Ewe, then similar comments would apply to them in terms of whether the languages are adequately served by existing materials.

Materials beyond the introductory level

Beyond the introductory, things rapidly deteriorate. The only languages that I know of which have a substantial amount of commercially available material beyond the introductory level are Swahili, Hausa, and Bambara. Bambara has a true intermediate text by Bird et al. There are no intermediate textbooks per se for Hausa, though there are a number of collections of readings referred to as "intermediate texts," some with accompanying exercises of various kinds. These "readers" are useful as source material at the intermediate level, but none are graded for level, none have any graphic or audio material (a couple do have tapes with native speakers reading the selections), and even where exercises/activities are included, they tend to be highly limited and unimaginative questions for written answers, not material to stimulate class discussion or activity. As for Swahili, no true intermediate textbook exists, and the "intermediate level" Swahili readers suffer from the same shortcomings as those for Hausa.

Reference resources (grammars and dictionaries)

Swahili and Hausa are well-served by dictionaries. Both languages have good and reasonably available dictionaries suitable for student use which go both from the language to English and from English to the language. Other languages with adequate dictionaries are Igbo, Wolof, and Amharic. A dictionary for Bambara is available through Indiana University. I don't know whether it has both Bambara-English and English-Bambara sections. There could be some other dictionaries for the more commonly taught African languages, but for most of the other languages that I know about, dictionaries are either difficult to obtain in the United States, are not available because they are out of print, and/or they are highly technical and thus difficult for elementary and intermediate students to use.

Turning to reference grammars accessible to students at the elementary-intermediate levels, in most cases the only materials are the grammatical explanations in the pedagogical grammars—indeed, the pedagogical grammars in many cases are more valuable for their descriptions of grammar than as teaching tools. Swahili has a good reference grammar in Ashton, a book which seems to continue to be available even though it dates from the 1940's. None of the other widely taught African languages have accessible, useful grammars of this type as far as I know. Such grammars as exist are out of print, difficult or impossible to find in the United States, and/or seriously flawed.

Summary

Insofar as the picture above is accurate, one can say that only Swahili and Hausa could be considered to be "adequately served", and there only at the introductory level, with supplementation by instructors. There are major lacunae for every other frequently taught African language, even at the introductory level; no language is adequately served beyond this level. Of the languages other than Swahili and Hausa specifically mentioned (Bambara, Yoruba, Igbo, Wolof, Ewe, Akan, Fula, Amharic, Zulu), the one in my opinion which is in most serious need of materials is Zulu.[3] To the best of my knowledge, there are no good pedagogical materials for this language readily available in the United States. With the reentry of South Africa into the world political and economic community and the certain important role it will play, it is imperative that the United States prepare people who are competent in the major languages spoken there. The next section discusses other languages of particular importance.

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[3] There are a number is closely-related languages in Southern Africa which might be put together with Zulu, in particular Xhosa. Others are Sotho, SiSwati, SeTswana, and Ndebele. Zulu seems to be the largest of these and the one best known in the United States. I therefore refer only to this language with the understanding that it is representative of the importance of increased focus on the major languages of Southern Africa in general.

Languages which will increase in importance during the 1990's

West Africa

Hausa will remain an important language because of its ever-increasing dominance in the eastern savannah of West Africa and beyond. It has more native speakers than any other sub-Saharan language, and this number is increasing as minority languages are replaced by Hausa. It is the single largest language of Nigeria, sub-Saharan Africa's richest and most populous country, it is almost universally spoken as a first or second language in Niger, its number of speakers in northern Cameroon is increasing, it is a lingua franca among Islamic peoples in much of northern Benin, Togo, Ghana, and Ivory Coast, and it is spoken by large communities in every major city in West Africa. It is used in education in northern Nigeria and is important in both print and broadcast media there, but unlike Swahili, it is not a national language of any country. It is not the official medium of instruction beyond the primary school grades, nor does it have an official status in government or commercial functions. Yoruba is the second most important language of Nigeria, where is dominates the southwestern part of the country. It will remain an important language for most of the same reasons as Hausa (prominence in Nigeria, use in education, print media, and broadcast media). Yoruba has additional interest in the Western Hemisphere because existing identifiable linguistic and cultural links to the Caribbean and parts of Latin America, most notably Brazil. However, unlike Hausa, Yoruba is not "international" in that it is not spoken much beyond the borders of Nigeria. It is not nearly as dominant as Hausa as a lingua franca, and it is not undergoing the palpable expansion as a first or major second language that is the case for Hausa.

Among West African languages, Bambara will remain relatively important. Bambara is part of a linguistic complex of closely related languages or dialects (referred to collectively in French as "Mandigue") which includes Dyula, Mandinka, Soninke (Sarakhole), and others. Knowledge of Bambara makes learning these other varieties relatively easy. As a group these languages/dialects constitute a lingua franca for much of the West African savannah west of the areas dominated by Hausa. Unlike Hausa and Yoruba, however, Bambara and related languages have achieved only limited recognition as "official" languages by the governments of the countries where they are primarily spoken, all of which are francophone (Mali, Ivory Coast, Guinea, Senegal). For this reason, they are not used in government. They are used little, if at all, in education outside adult literacy, and they have limited use in print media. They are used in broadcast media, but primarily in news broadcasts. Bambara will have minor importance as a language related to diplomacy, national security, international commerce, etc. Similar comments can be extended to Wolof. Wolof is the dominant language of Senegal and Gambia, and it is widely used as a lingua france in those countries. However, its status and use in those countries is much like that described for Bambara in the countries where it is spoken. Wolof's importance as a major language of the western part of West Africa will correspond to the importance of Bambara to its east.

One further language which has received little attention in various language needs surveys, but whose importance should not be underestimated is West African Pidgin. This is a major lingua franca in southern Nigeria and southern Cameroon, and it is the native language of substantial numbers of people, especially in Cameroon. The major native languages of Liberia (Liberian English) and Sierra Leone (Krio) are also varieties of pidgin English. I do not know to what extent the numerous varieties of pidgin English spoken in West Africa are mutually intelligible. I also do not believe that any variety of pidgin English other than Krio in Sierra Leone has any official status in government of education. No U.S. university currently offers a course in any variety of African pidgin English. Though I am a linguist and should be dispassionate in making judgements about language "worth," I admit to being influenced by some of the stigma attached to pidgin varieties of English. Pidgin seems like something that native speakers of English should be able to "pick up" with a little exposure and practice, though from a linguist's point of view, the grammatical and phonological structure of pidgin Englishes is quite distinct from those of standard English. Pidgin is on the increase as a lingua franca in Nigeria/Cameroon, and the centrality of Krio in Sierra Leone has long been established. For these reasons, it would be worthwhile to recognize West African Pidgin English as an important language in work at the "local level" as described in the previous paragraph for Bambara. On the other hand, I have qualms about allocating resources to full-fledged formal study of this language in the classroom.

All other languages of West Africa might be called "regional languages. These would include Akan, Ewe, and Igbo from among the languages mentioned in #1. These languages are important linguae francae in the areas where they are spoken and are thus important for anyone who would be working specifically in those areas. However, because of their limited geographical distributions, limited number of speakers, and limited use in "official" functions (government, education, print and broadcast media), one would not expect their importance to increase much beyond the status quo. To these languages might be added Fula(=Fulani, Fulfulde, Pulaar, Toucouleur, Peulh). Geographically speaking, this may be the most widely-dispersed language in sub-Saharan Africa, extending across the West African Savannah and Sahel from Senegal to Chad. However, Fula in its many varieties is spoken almost exclusively as a first language, with it native speakers using whatever language is dominant in the area where they find themselves. The one exception to this statement is northern Cameroon, where Fulfulde is the dominant lingua franca.

East and Central Africa

Swahili will maintain or even increase its importance as the most widely studied African language. Swahili is important both because it is widely spoken in at least four countries (Tanzania, Kenya, Uganda, Zaire), and also because it is the national language of one country (Tanzania). It is growing not only as a contact language among people who do not have common native languages, but also as a language used in education into the post-secondary level and a language in print and broadcast media. One can foresee a time (it may already be here!) when it will be as unthinkable for a Westerner to reside in East Africa for any period of time without knowing Swahili as it would for this same Westerner to reside in France without knowing French.

Several languages could potentially increase in importance by virtue of their being national languages, depending on whether or not the United Nations, and the United States in particular, become increasingly involved in relief efforts related to civil strife in various parts of the world. This is true nowhere more than in northeast Africa. Amharic is the national language of Ethiopia. It is the language of government, education, commerce, and the Ethiopian print and broadcast media. Ethiopia is emerging as the strongest and most stable country in this part of Africa and hence should be an increasingly important base for U.S. efforts directed there. In addition to these factors, Amharic has a major literary tradition, and has been used as a language for historical, political, and cultural documentation. Knowledge of Amharic is thus a sine qua non for anyone working in or on this country.

All the same comments about Amharic with respect to Ethiopia can be applied to Somali with respect to Somalia. Somali is the only language spoken in Somalia, whereas there are many minority languages spoken in Ethiopia. United States ignorance of Somalia in general and the Somali language in particular were unpleasantly evident when U.S. troops entered the country for stabilization and famine relief. From all indications, the U.S. was entirely dependent on Somalis who happened to be residents in the U.S. for communication with the people in Somalia. The question of whether the importance of Somalia will increase is largely dependent on whether the importance of the country itself increases from the U.S. point of view.

Still within northeast Africa is the Sudan, where Sudanese Arabic is the national language. By and large, Arabic scholars in the U.S. have concentrated on literary Arabic, generally ignoring the "dialects," which are, in fact, distinct languages. Given the importance of the Arabic-speaking world in general to the U.S., one would expect an increase in the importance in training in the varieties of Arabic actually spoken in the various countries. In sub-Saharan Africa, the most prominent variety is Sudanese Arabic. Given the fact that the Sudan has a seemingly endless civil war which continues to produce refugees and given recent reports that certain fundamentalist islamic organizations are establishing bases in Khartoum, if these reports have credence, Sudanese Arabic should certainly be a language of increasing importance.

Finally, in northeast Africa, as Eritrea becomes a viable country, Tigrinya could become increasingly important. However, it will probably take some time before it takes on the well-established status of a national language that Amharic, Somali, and Sudanese Arabic have.

Moving south, two languages have the potential for becoming increasingly important: ChiChewa/ChiNyanja and Shona. ChiChewa/ChiNyanja are, as I understand it, essentially the same language. I will use ChiChewa as the cover term. This language is the major language of Malawi and is perhaps universally spoken there. It is also widely spoken in Zambia. I am much less familiar with this area than with West Africa, so I am not sure to what extent it is used in an official capacity. Its importance beyond regional academic research is dependent on the answer to this question, which must be addressed by others. Shona is the major language of Zimbabwe. The same considerations apply to the importance of Shona as apply to ChiChewa. An additional consideration is that Zimbabwe is probably the most economically viable and politically stable country in the southeastern portion of central Africa.

Finally, two central African languages which would have the potential for great importance are Lingala and KiKongo. These are two major linguae francae in Zaire. However, this country is in such a political and economic shambles that it cannot at present be considered an area that Americans would want to visit for any reason, and unfortunately, there is no evidence that the picture will improve in the near future.

Southern Africa

There is no question that Southern Africa will see, in the next few years, the greatest increase in American academic research, diplomatic initiatives, and commercial activity of any area of Africa. For this reason, Zulu (and/or closely related languages) will probably see the greatest increase in importance for study of any language in sub-Saharan Africa. Zulu is spoken by probably several million people. It has already been the object of serious scholarly study, with much in print in South Africa both on and in the language. It could easily move to a position of more official importance, as it surely will, once a majority black African government is elected. South Africa, after decades of isolation, is becoming open to every kind of international activity.

Summary and materials needs

Zulu will be the language to increase most in importance during the 1990's. There are no readily available materials for this language at any level in the United States. It may well be that excellent, or at least serviceable, materials already exist in South Africa. Perhaps the highest priority in African language teaching materials development would be to research what is available in South Africa, and if serviceable materials exist there, to find ways to make them easily available in the U.S. If none such exist, then development of the following materials should be a top priority: an introductory textbook meeting modern standards of language pedagogy, audiotapes, and a set of graded readings. The ultimate goal should be an integrated set of linguistically and culturally sound materials through a third year of university instruction. I know of no one who is working on such materials.

Swahili and Hausa remain the major languages of East and West Africa, respectively. Both languages are adequately, though not outstandingly served at the introductory level. I have been developing a Hausa course for several years (Schuh & Yalwa, *Hausa a Aikace*) which attempts to provide classroom instruction in language and culture through an integrated set of grammatically oriented exercises, activities, audio, and visual media. These materials are not yet ready for commercial production and distribution. Both Swahili and Hausa suffer from the lack of fully integrated intermediate, much less advanced materials. UCLA has a set of Hausa lessons, each oriented to a particular cultural sphere, and available to Hausa teachers on request. Perhaps the most serious problem faced by teachers at the intermediate and advanced levels is the lack of interesting, appropriate readings graded to the students' ability.

Bambara, Wolof, ChiChewa have at least minimally serviceable material available at the introductory level. As for West African Pidgin English, Shona, Lingala, KiKongo, Somali, Sudanese Arabic, and Tigrinya, it is unclear if any materials exist.

Particular issues or problems hindering the development of materials

The two main hindrances in developing needed material for all the languages mentioned and any others are money and time. The money needed to pay a graphic artist, to collect authentic materials, and to become conversant with computer technology, if necessary, goes far beyond the money generally allocated for such a project. Considering that most textbook writers for the African languages would be teachers of those languages with many other obligations besides, time becomes a problem as well.

The time and money problems are not unique to African languages, of course. Two other problems are, perhaps, more specific to Africa. First is access to the areas where the languages are spoken. Many countries have become difficult work environments, if they are accessible at all. Political and economic instability have made travel and research in much of Africa more difficult and less attractive than in the past, yet at least some work in the area where a language is spoken is necessary for the culturally rich and diverse materials expected by today's standards. Second, virtually all the commonly taught languages outside Africa have many native speakers who are trained in the technical aspects of the languages themselves and who have pedagogical training and teaching experience. The number of native speakers of African languages with these qualifications is very limited. This puts the brunt of creating African language teaching materials on non-native speaking Americans who must do most of this "creation" artificially.

3. Languages which may diminish in importance

It seems unlikely that any of the major languages mentioned above will diminish in importance. I mentioned the case of Lingala and KiKongo, linguae francae spoken in a country in such disarray that it is essentially inaccessible. However, these would not be languages of major national importance in the U.S. in any case. One might say that the same argument would apply to Somali, given the situation there. However, Somali is the official language of Somalia. One could argue that if the U.S. is to participate in restabilization of the country, or in relief work, it would seem to be in our interest to increase our competence in the language.

4. Some thoughts on what languages universities should offer

My recommendation is that African language programs be evaluated by the same standards as would be programs in the commonly taught languages, ie., not by how many languages can putatively be offered, but by which specific languages are offered and what the quality of the instruction is. For example, no only would evaluate a Romance language program by how many Romance languages were offered. The program would be evaluated by what the quality of the faculty was and how good the program's students turned out to be.

There is no question about what the most important languages of Africa are: Swahili in East Africa, Zulu in South Africa, and Hausa in West Africa. Every African language program should offer multiple levels of at least two of these. Beyond that, there are 3-5 additional languages in the various regions of Africa which have particular importance by virtue of absolute numbers of speakers, status as regional linguae francae, and/or status as national languages for entire countries (Bambara, Wolof, Yoruba, and maybe Akan and/or Ewe in West Africa; Amharic, Sudanese Arabic, Somali, ChiChewa, and maybe Shona in East and Central Africa; and maybe Xhosa, SeTswana, and Sotho in Southern Africa). Every African language program should probably offer 1-3 of these. The specific choice will often depend on special factors, such as active exchange programs with particular African universities or the popularity of a particular language for local reasons. African language programs should thus be evaluated in terms of whether they offer a range (3-5 total) of the 3 major languages plus one or more of the important regional languages and how well they teach the languages.

World Area: Sub-Saharan Africa
Language: Acholi

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Sub-Saharan Africa World Area

NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Acholi (3)
Akan (6)
Amharic (3)
Chichewa (2)
Ewe (2)
Fulfulde (4)
Hausa (14)
Igbo (4)
Kpelle (3)
Krio (3)
Luganda (3)
Mande languages (7)
Mende (3)
Oromo (4)
Setswana (2)
Swahili (18)
Temne (5)
West African Pidgin English (3)
Wolof (2)
Yoruba (7)
Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Acholi: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Three LCRs from one institution were completed for the Acholi language. Acholi was represented with the second lowest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and Hausa with the second highest number (14).

Acholi: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning, Intermediate and Advanced Levels

Three LCRs were completed for the beginning, intermediate, and advanced levels.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor was using a total of three different textbooks and each was rated useful. They were:

- *Lwo Instruction* by Frederick Kamoga (Washington, US Peace Corps: 1971).
- *Lwo Basic Course* by Kirwan (1973). This was all the information the professor could provide. The professor was unable to locate this textbook.
- *An Elementary Luo Grammar With Vocabularies* by R.L. Stafford (Fair Lawn, NJ, Oxford University Press: 1967).

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor was using locally-prepared audiotapes. The professor stated: "Students prepare their own tapes using their own cassette recorders in class with the help of the L-1 tutor as needed."

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. In answering this question, the professor commented that "this course draws from a number of generic materials: slides, photographs, videos, primers collected by the faculty of the African language program." No materials were listed by name.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. The professor of Acholi was using a program called *Electronic Flashcard* written and published by David Dwyer of Michigan State University. The program is used for vocabulary practice and is IBM compatible. The professor rated the overall usefulness as useful.

Acholi: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference/grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate and Advanced Levels

The material needs for all three levels of instruction will be reported on together.

The professor reported the greatest need of development for a beginning-level textbook and reading texts for all levels of instruction. Each material was rated at 4. No comments were made as to the desired orientation of these instructional materials.

Rated at 3 was the need for an intermediate-level textbook. The professor rated all other items on the list at 2 or below.

Summary of All-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	0	1	0	0	0
Intermediate textbooks	0	0	1	0	0
Advanced textbooks	0	0	0	1	0
Reading texts	0	1	0	0	0
Dictionaries	0	0	0	1	0
Business language material	0	0	0	0	1
Audiotapes	0	0	0	0	1
Videotapes	0	0	0	1	0
Computer courseware	0	0	0	1	0
Other					

Acholi: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Acholi. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One professor identified and rated the overall needs of the Acholi language. Listed by the professor were a basic textbook for the beginning level, and both an intermediate- and advanced-level annotated reader. All three materials were rated at 4.

Acholi: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Acholi language instruction was not offered by any of the program/center directors. It was also not mentioned as a most important language in terms of materials development needs. According to one

Africanist, Russell G. Schuh, Acholi is not a national language and does not serve as a lingua franca. This may explain why Acholi was not rated as such by program/center directors, whereas other Sub-Saharan languages were.

In the Sub-Saharan Africa world area, Swahili received the highest number of ratings (4) as a most important language, Hausa and Yoruba were each mentioned three times, and Zulu and the Mande languages were each cited twice.

Acholi: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

No additional information was provided for the Acholi language.

World Area: Sub-Saharan Africa
Language: Akan

Introduction

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South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

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Luganda (3)
Mande languages (7)
Mende (3)
Oromo (4)
Setswana (2)
Swahili (18)
Temne (5)
West African Pidgin English (3)
Wolof (2)
Yoruba (7)
Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Akan: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)

- Describe which materials are in greatest need of development for each language and level. (Q12)

- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Six LCRs from two institutions were completed for the Akan language. Akan was represented with the fourth highest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and Hausa with the second highest number (14).

Discussed in this report of the Akan language are the materials used in Asante Twi, Akuapem Twi, and Fante instruction.

Akan: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning, Intermediate and Advanced Levels

The materials listed in the LCRs appear to be used for all levels of instruction of Akan.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful."
The following is a list of textbooks for the Akan language:

- *Twi Basic Course* by James Redden (Washington, Foreign Service Institute: 1963). This textbook was rated useful.
- *An Introduction to Akan* by Jack Berry and Agnes Akosua Aidoo (Evanston, IL, Northwestern University: 1975). This textbook was also rated useful.
- *Twi Lessons for Beginners* by Immanuel Bellon (London, Longmans, Green and Co.,: 1972). This textbook was rated less useful by the professor.

The following three textbooks are currently unpublished, but are near completion and have been pretested at the University of Florida where they are being developed:

- *Mfante Mfitsiase (Beginning Fante)* by Paul Kotey (unpublished).
- *Fa Me Sua Asante Twi* by Paul Kotey (unpublished).
- *Ma Yensua Asante Twi (Let us Study Akuapem Twi)* by Paul Kotey (unpublished).

Audiotapes

Question 8 asked professors to list audiotapes currently used. One professor reported using locally-prepared audiotapes. The professor stated: "Students prepare their own tapes using their own cassette recorders in class with the help of the L-1 tutor as needed." No audiotapes were reported to be used by the second professor.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. In answering this question, one professor commented that "this course draws from a number of generic materials: slides, photographs, videos, primers collected by the faculty of the African language program." No materials were listed by name. The second professor reported no use of videotape materials.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One professor of Akan reported using *Electronic Flashcard* written and published by David Dwyer of Michigan State University. The program is used for vocabulary practice and is IBM compatible. The professor rated it useful.

Akan: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference/grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

The material needs for all three levels of instruction will be reported on togther.

Textbooks for all levels of instruction but especially at the beginning level were reported to be in the greatest need of development for the Akan language. Each material was rated once at 5. No comments were made as to the desired orientation of these instructional materials.

Other materials which were rated at 5 include a student reference grammar, dictionaries, and audiotapes. No comments were made on the orientation of these materials.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	1	0	0	0
Intermediate textbooks	1	0	1	0	0
Advanced textbooks	1	0	0	1	0
Student reference/grammar	1	0	0	0	0
Reading texts	0	1	0	0	0
Dictionaries	1	0	0	1	0
Business language material	0	0	0	0	1
Audiotapes	1	0	0	0	1
Videotapes	0	0	0	1	0
Computer courseware	0	0	0	1	0
Other					

Akan: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Akan. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Two professors identified and rated the overall needs for the Akan languages. A dictionary/reference grammar received the highest rating of 5. A beginning-level textbook and both intermediate and advanced readers were all rated at 4.

Akan: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Akan language instruction was not reported to be offered by any of the program/center directors. Even though Akan serves as a lingua franca in Sub-Saharan Africa, the language was not mentioned by any program/center director as a most important language.

In the Sub-Saharan Africa world area, Swahili received the highest number of ratings (4) as most important language, Hausa and Yoruba were each mentioned three times, and Zulu and the Mande languages were each cited twice.

Akan: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Professor Paul A. Kotey of the University of Florida has developed textbook for beginning-, intermediate- and advanced-levels of Akan instruction and is currently seeking a publisher for these materials. The textbook covers Asante Twi, Akuapem Twi, and Fante, and is described as using authentic cultural, reading, writing, listening, and speaking materials. The textbooks have been pretested at the University of Florida.

World Area: Sub-Saharan Africa
Language: Amharic

Introduction

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- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Sub-Saharan Africa World Area

NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Acholi (3)
Akan (6)
Amharic (3)
Chichewa (2)
Ewe (2)
Fulfulde (4)
Hausa (14)
Igbo (4)
Kpelle (3)
Krio (3)
Luganda (3)
Mande languages (7)
Mende (3)
Oromo (4)
Setswana (2)
Swahili (18)
Temne (5)
West African Pidgin English (3)
Wolof (2)
Yoruba (7)
Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Amharic: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Three LCRs from one institution were completed for the Amharic language. Amharic was represented with the second lowest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and Hausa with the second highest number (14).

Amharic: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning, Intermediate and Advanced Levels

Three LCRs were completed for the beginning, intermediate and advanced levels.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor was using one textbook. This was *Amharic Textbook*, by Wolf Leslau (Berkeley, University of California: 1968). This textbook was rated very useful.

Audiotapes, Videotapes and Computer Courseware

Questions 8-11 asked professors to list audiotapes, other audiovisual materials and technology currently used. No professor reported the use of these materials.

Amharic: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

The material needs for all three levels of instruction will be reported on together. In all, six materials were rated highly in terms of need. The materials are as follows:

- beginning textbooks
- intermediate textbooks
- advanced textbooks
- student reference grammar
- reading texts
- dictionaries

Commenting on the desired orientation of these materials, the professor suggested that all textbooks be communicative, and reading texts should be "graded and interesting/varied." The professor further commented that an English-Amharic/Amharic-English dictionary was needed.

Summary of All-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	0	0	0
Intermediate textbooks	1	0	0	0	0
Advanced textbooks	1	0	0	0	0
Student reference grammar	1	0	0	0	0
Reading texts	1	0	0	0	0
Dictionaries	1	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	0	0	0	0	0
Videotapes	0	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Amharic: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Amharic. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One professor identified and rated the overall needs for the Amharic language. Both beginning- and intermediate-level coursebook/textbooks were listed, as well as an intermediate-level reader. All three materials were rated at 5.

Amharic: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

One program/center director reported offering Amharic language instruction. Amharic was not mentioned by any director as a most important language in terms of materials development needs. In the Sub-Saharan Africa world area, Swahili received the highest number of ratings (4) as most important language, Hausa and Yoruba received the second highest number of ratings (3), and Zulu and the Mande languages received the third highest (2).

Amharic: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Professor Grover Hudson of Michigan State University stated that he was in the process of developing an introductory textbook. No information was provided regarding others in the field who might also be developing teaching materials for Amharic.

World Area: Sub-Saharan Africa
Language: Chichewa

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Sub-Saharan Africa World Area

NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Acholi (3)
Akan (6)
Amharic (3)
Chichewa (2)
Ewe (2)
Fulfulde (4)
Hausa (14)
Igbo (4)
Kpelle (3)
Krio (3)
Luganda (3)
Mande languages (7)
Mende (3)
Oromo (4)
Setswana (2)
Swahili (18)
Temne (5)
West African Pidgin English (3)
Wolof (2)
Yoruba (7)
Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Chichewa: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Two LCRs from one institution were completed for the Chichewa language. Chichewa was represented with the lowest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and Hausa with the second highest number (14).

Chichewa: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning and Intermediate Levels

Professors completed two LCRs for the beginning and intermediate levels.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The two textbooks cited were of a series entitled *Learning Chichewa*, Books I and II, by Gregory Orr and Carol Myers-Scotton (East Lansing, African Studies Center, Michigan State University: 1980). The textbooks were rated useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor used the audiotapes which accompany *Learning Chichewa*.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. No professor reported the use of these materials.

Chichewa: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials

rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate and Advanced Levels

The material needs for all three levels of instruction will be reported on together.

The professor rated highest the need for reading texts and dictionaries. Each received a rating of 4. No comments were made as to the desired orientation of these instructional materials, and they were in fact the only materials from the list to receive a rating greater than 3.

Rated at 3 was the need for beginner and intermediate textbooks. The professor did not rate any of the other items on the list.

Summary of All-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	0	0	1	0	0
Intermediate textbooks	0	0	1	0	0
Reading texts	0	1	0	0	0
Dictionaries	0	1	0	0	0
Business language material	0	0	0	0	0
Audiotapes	0	0	0	0	0
Videotapes	0	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Chichewa: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Chichewa. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One professor identified and rated the overall needs for the Chichewa language. Listed by the professor were a dictionary and beginning- and intermediate-level readers. All three items were rated at 4.

Chichewa: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

One program/center director reported offering Chichewa language instruction. Chichewa was not mentioned by any program/center director as a most important language in terms of materials development needs. In the Sub-Saharan, Swahili received the highest number of ratings (4) as most important language, Hausa and Yoruba received the second highest number of ratings (3), and Zulu and the Mande languages received the third highest (2).

Chichewa: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Professor Robert Botne of Indiana University stated that he was in the process of developing "a learner's Chichewa-English/English-Chichewa dictionary with reference grammar."

World Area: Sub-Saharan Africa
Language: Ewe

Introduction

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- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Sub-Saharan Africa World Area

NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Acholi (3)
Akan (6)
Amharic (3)
Chichewa (2)
Ewe (2)
Fulfulde (4)
Hausa (14)
Igbo (4)
Kpelle (3)
Krio (3)
Luganda (3)
Mande languages (7)
Mende (3)
Oromo (4)
Setswana (2)
Swahili (18)
Temne (5)
West African Pidgin English (3)
Wolof (2)
Yoruba (7)
Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Ewe: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Two LCRs from two institutions were completed for the Ewe language. Ewe was represented with the lowest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and Hausa with the second highest number (14).

Ewe: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed two LCRs for beginning-level Ewe.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." One professor was using Peace Corps materials, obtained through the Center for International Living in Battleboro, Vermont. These materials were rated useful.

The following textbooks were used at the beginning level:

- *Ewe Basic Course* by Irene Warburton, et al (Bloomington, IN, African Studies Program, Indiana University: 1968).
- *Ewe (for Togo): Communication and Culture Handbook* by Paul R. Kozelka (Battleboro, VT, Experiment in International Living: 1980).
- *Ewe (for Togo): Grammar Handbook* by Paul R. Kozelka (Battleboro, VT, Experiment in International living: 1980).

All three materials were rated useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor who reported using the textbook *Ewe Basic Course*, also reported using the accompanying audiotape materials available through the Indiana University language laboratory. No audiotapes were being used by the other responding professor.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. No professor reported the use of these materials.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One professor reported using *Hypercard Exercise for Ewe* by Russell G. Schuh (UCLA Department of Linguistics). This material provides drill and practice for use with Macintosh. No computer courseware was being used by the second professor.

Ewe: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate and Advanced Levels

The material needs for all three levels of instruction will be reported on together.

Textbooks for the beginning level were reported to be in greatest need of development for the Ewe language. Two professors rated the need at 5. Both professors desired a communicative textbook. One professor stated the need for a textbook which would provide ample grammar and vocabulary, and include tone markings for pronunciation. One professor also rated highly the need for intermediate and advanced textbooks.

Videotapes that are "culturally informative" and audiotapes which "reinforce" subject matter learned and contain "practice drills" were desired by one professor.

Reading texts and dictionaries were also rated once at 5, but no comments were made as to their desired orientation.

Summary of All-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	2	0	0	0	0
Intermediate textbooks	1	0	0	0	0
Advanced textbooks	1	0	0	0	0
Student reference grammar	0	1	0	0	0
Reading texts	1	0	0	0	0
Dictionaries	1	0	0	0	0
Business language material	0	0	0	0	1
Audiotapes	1	1	0	0	0
Videotapes	1	0	1	0	0
Computer courseware	0	0	1	0	0
Other					

Ewe: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Ewe. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Two professors identified and rated the overall needs for the Ewe language. A beginning-level textbook was listed by both professors and was rated at 5 and at 3. Also listed were intermediate-level readers and beginning-level audiotapes. These two materials were not rated.

Ewe: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

One program/center director reported offering Ewe language instruction. Ewe was not mentioned by any director as a most important language in terms of materials development needs. In the Sub-Saharan Africa world area, Swahili received the highest number of ratings (4) as most important language, Hausa and Yoruba received the second highest number of ratings (3), and Zulu and the Mande languages received the third highest (2).

Ewe: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Russell G. Schuh of UCLA had begun developing Hypercard software, but has stopped due to the diminishing demand for the Ewe language.

World Area: Sub-Saharan Africa
Language: Fulfulde

Introduction

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- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

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Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Sub-Saharan Africa World Area

NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

- Acholi (3)
- Akan (6)
- Amharic (3)
- Chichewa (2)
- Ewe (2)
- Fulfulde (4)
- Hausa (14)
- Igbo (4)
- Kpelle (3)
- Krio (3)
- Luganda (3)
- Mande languages (7)
- Mende (3)
- Oromo (4)
- Setswana (2)
- Swahili (18)
- Temne (5)
- West African Pidgin English (3)
- Wolof (2)
- Yoruba (7)
- Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Fulfulde: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Four LCRs from two institutions were completed for the Fulfulde language. Fulfulde was represented with the third lowest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and Hausa with the second highest number (14).

Fulfulde: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning, Intermediate, and Advanced Levels

Professors completed four LCRs for all three levels of Fulfulde language instruction.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." One professor reported using the following two textbooks and rated them useful:

- *Adamawa Fulfulde: An Introductory Course*, by Corinne A. Pelletier and A. Neil Skinner (Madison, University of Wisconsin-Madison, African Studies Program: 1979).
- *Fula Basic Course*, by Lloyd B. Swift, et al, (Washington, Foreign Service Institute: 1975).

The second professor reported using a total of three different textbooks. They were:

- *An Introduction to Pulaar: Northern Senegal* by Sonja Fagerberg-Diallo (Dakar, American Lutheran Church in Senegal: 1983).
- *Practical Guide and Reference Grammar to the Fulfulde of Maasina* by Sonja Fagerberg-Diallo (Dakar, Joint Christian Ministry for West Africa: 1984).
- *Pulaar: A Guide for the Dialect of Fuuta-Jalon (Guinea)* by Sonja Fagerberg-Diallo (Dakar, Joint Christian Ministry for West Africa: 1987).

All three of these books were rated very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor using *Adamawa Fulfulde: An Introductory Course* and *Fula Basic Course* reported using those text's accompanying audiotape materials. The second professor was using locally-prepared audiotapes. This professor stated, "students prepare their own tapes using their own cassette recorders in class with the help of the L-1 tutor as needed."

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. In answering this question, one professor reported: "this course draws from a number of generic materials: slides, photographs, videos, primers collected by the faculty of the African language program." No materials were listed by name. The second professor reported that no additional audiovisual materials were used.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One professor of Fulfulde was using a program called *Electronic Flashcard* written and published by David Dwyer of Michigan State University. The program is used for vocabulary practice and is IBM compatible. The professor rated the overall usefulness as useful.

Fulfulde: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

The material needs for all three levels of instruction will be reported on together.

Beginner textbooks and then reading texts were reported to be in greatest need of development for the Fulfulde language. The textbook was rated at 5 and the reader was rated at 4. The professor stated: "the Eastern dialects of Nigeria and Cameroon have no good basic text." These two instructional materials were the only items from the list to receive a rating greater than 3.

Rated at 3 was the need for an intermediate-level textbook. The professor in question rated all other items on the list at 2 or below.

Summary of All-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	0	0	0
Intermediate textbooks	0	0	1	0	0
Advanced textbooks	0	0	0	1	0
Student reference grammar	0	0	0	0	0
Reading texts	0	1	0	0	0
Dictionaries	0	0	0	1	0
Business language material	0	0	0	0	1
Audiotapes	0	0	0	0	1
Videotapes	0	0	0	1	0
Computer courseware	0	0	0	1	0
Other					

Fulfulde: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Fulfulde. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Two professors identified and rated the overall needs for the Fulfulde language. An intermediate-level annotated reader was listed by both professors and rated at 4 and at 3. A basic textbook with the Eastern dialect was rated the highest at 5. Also listed were a dictionary and an advanced-level reader. Both of these materials were rated at 4.

Fulfulde: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Fulfulde language instruction was not reported to be offered by any program/center directors. Fulfulde was also not mentioned as a most important language in terms of materials development needs. In the Sub-Saharan, Swahili received the highest number of ratings (4) as most important language, Hausa and Yoruba received the second highest number of ratings (3), and Zulu and the Mande languages received the third highest number (2).

Fulfulde: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

No additional information was provided for the Fulfulde language.

World Area: Sub-Saharan Africa
Language: Hausa

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the l990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Sub-Saharan Africa World Area

NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Acholi (3)
Akan (6)
Amharic (3)
Chichewa (2)
Ewe (2)
Fulfulde (4)
Hausa (14)
Igbo (4)
Kpelle (3)
Krio (3)
Luganda (3)
Mande languages (7)
Mende (3)
Oromo (4)
Setswana (2)
Swahili (18)
Temne (5)
West African Pidgin English (3)
Wolof (2)
Yoruba (7)
Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Hausa: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Fourteen LCRs from eight institutions were completed for the Hausa language. Hausa was represented with the second highest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and both Yoruba and the Mande languages with the second highest number (7).

Hausa: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed eight LCRs for beginning-level Hausa.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following textbooks were rated by more than one professor:

- *Spoken Hausa* by J. Ronayne Cowan and Russell G. Schuh (Ithaca, Spoken Language Services, Inc.: 1976). Four professors rated the textbook useful. Two professors gave the text a rating of very useful.
- *Hausa A Aikace* by Russell G. Schuh and Lawrence D. Yalwa (unpublished; UCLA., Department of Linguistics: 1991). One professor rated the textbook useful; the other rated it very useful.

One of the professors using the above two texts reported using a third textbook:

- *Hausa* by Charles H. Kraft and Anthony Kirk-Greene (Sevenoaks, Hodder and Stoughton: 1979). The textbook was rated useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Four professors reported using audiotapes which accompany the textbook *Spoken Hausa*. They are available separately from the Indiana University Language Laboratory.

Three professors indicated that they use locally-prepared audiotape materials in beginning-level Hausa instruction. One professor has prepared audiotapes of the dialogues in the lessons of *Spoken Hausa* and audiotape broadcasts from Voice of America. These tapes can be made available to other Hausa language programs through Michigan State University, Department of Linguistics.

A second professor has produced audiotape recordings of two native speakers which include communicative exercises. These tapes can be made available through the University of Kansas, Department of African Studies. The third professor reported developing audiotapes to accompany locally-produced written materials. These materials can be made available through Ohio State University, Department of Black Studies.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Two professors reported using commercial films available on videotape. The following titles were cited: *Beneath the Crescent Moon* and Basil Davidson's film series *Africa*, segment on Hausa Kingship. Another professor uses a private collection of videotape recordings of material from Nigerian television. A recently issued videotape that has been used for cultural enrichment in one beginning-level course is *Karsarmu Ce (This Land Is Ours)*, available from InterImage Video, P.O. Box 47501, Los Angeles, CA, 90047-0501.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. Two professors reported using Macintosh compatible HyperCard materials by Russell G. Schuh that supplement the textbook *Hausa A Aikace*, by Russell G. Schuh and Lawrence D. Yalwa. These materials include drills and games for vocabulary development and listening comprehension. Both professors rated the materials useful.

Intermediate Level

Professors completed five LCRs for intermediate-level Hausa.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following two textbooks were cited:

- *Hausar Yau Da Kullum* by William R. Leben, Ahmadu Bello Zaria, Shekarav B. Maikaifi, and Lawrence D. Yalwa (Stanford, Center for the Study of Language and Information: 1991). This textbook was rated useful.

- *Manual of Hausa Idioms* by Daudo M. Bagari, 2nd and revised edition, William R. Leben, and Faye McNair Knox (Bloomington, Indiana University Linguistics Club: 1979). This textbook was rated very useful.

One professor reported using untitled, unpublished, cultural lessons by Russell G. Schuh. They were rated very useful and can be obtained from Russell G. Schuh at the University of California, Los Angeles, Department of Linguistics.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Two professors reported using locally-prepared audiotapes (see the Audiotapes section for beginning-level Hausa). A third professor reported using audiotape materials to accompany the untitled, unpublished, cultural lessons by Russell G. Schuh cited previously.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Two professors reported using videotape materials in intermediate-level Hausa instruction. These materials were also used in beginning-level instruction and include video recordings of Nigerian television, and a commercial videotape entitled *Beneath the Crescent Moon.* A recently issued videotape that has been used for cultural enrichment in one beginning-level course is *Karsarmu Ce (This Land Is Ours)*, available from InterImage Video, P.O. Box 47501, Los Angeles, CA, 90047-0501.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One professor reported using computer technology in intermediate-level Hausa instruction. These Macintosh materials were also used for the beginning level. The HyperCard program by Russell G. Schuh includes drills and games for vocabulary development and listening comprehension. The program was rated useful by the professor using them.

Advanced Level

One professor completed one LCR for advanced-level Hausa.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." No textbook materials were reported used in advanced-level Hausa instruction.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor reported using audio recordings of broadcasts from Voice of America at this level.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. A videotape entitled *Beneath the Crescent Moon* was cited for use in advanced Hausa instruction. A recently issued videotape that has been used for cultural enrichment in one beginning-level course is *Karsarmu Ce (This Land Is Ours)*, available from InterImage Video, P.O. Box 47501, Los Angeles, CA, 90047-0501.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor reported the use of computer courseware at the advanced-level.

Hausa: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

At the beginning level, three materials were reported to be in great need of development. They were: student reference grammars, textbooks, and reading texts. The responses also indicate a high need for development of supplemental audiovisual materials and computer courseware.

The need for student reference grammars was mentioned seven times, receiving a rating of 5 from three professors One professor reported a desire for a "clear, concise" reference grammar. Another indicated a need for a reference with "simplified grammatical text for beginners."

The need for textbooks was mentioned by seven professors. Two professors rated the need at 5. One professor indicated a desire for textbooks that are competency-based. No other professor reported a desired orientation for beginning-level textbooks.

Six professors cited the need for development of reading texts. Two professors rated the need at 5. One professor indicated a desire for a reader that would include ample supplementary cultural/historical reference.

Five professors cited the need for audiovisual materials, four professors rating the need at 5. Professors indicated a desire for audiotapes with a variety of drills and exercises. The need for videotapes depicting authentic situations and presenting history, geography, and culture was also cited.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	2	2	1	1	1
Student reference grammar	3	2	1	0	1
Reading texts	1	2	0	1	1
Dictionaries	0	1	0	1	4
Business language material	0	0	1	1	2
Audiotapes	1	3	1	0	0
Videotapes	3	2	0	0	0
Computer courseware	1	3	1	0	0
Other: Artifacts from the culture	1	0	0	0	0

Intermediate Level

Responses to Q12 for intermediate-level Hausa instruction indicate a high need for development of textbooks, student reference grammars, and audiovisual materials.

The need for development of intermediate-level Hausa textbooks was cited by four professors. Two professors rated the need at 5. Professors indicated a desire for textbooks which include culturally oriented readings, composition practice, and introduction to Hausa idioms. One professor reported a desire for a workbook to accompany intermediate-level textbooks.

Five professors reported the need for development of student reference grammars at the intermediate level. Three professors rated the need at 5. Professors indicated a need for "clear, concise" reference materials.

Four professors cited the need for development of audiovisual materials. Professors reported a desire for authentic, cultural, and historical videotapes. Professors also indicated a desire for audiotapes consisting of a variety of drills and exercises.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	2	1	0	1	0
Student reference grammar	3	1	1	0	0
Reading texts	1	2	0	0	0
Dictionaries	0	1	0	1	2
Business language material	0	0	1	0	1
Audiotapes	1	2	1	0	0
Videotapes	2	1	0	0	0
Computer courseware	1	2	0	0	0
Other					

Advanced Level

The professor for advanced level indicated a high need for development of computer courseware. This professor reported a desire for development of interactive programs for all levels of Hausa instruction. The need for a student reference grammar was also rated at 5; the need for dictionaries at 4.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	0	0	0	0	0
Student reference grammar	1	0	0	0	0
Reading texts	0	0	0	0	0
Dictionaries	0	1	0	0	0
Business language material	0	0	0	0	0
Audiotapes	0	0	0	0	0
Videotapes	0	0	0	0	0
Computer courseware	1	0	0	0	0
Other					

Hausa: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Hausa. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Nine professors identified and rated the overall needs for the Hausa language. Hausa professors reported a high need for development of reading texts and videotape materials at all levels. The need for each of these kinds of materials was reported most frequently at the beginning and intermediate levels, receiving at least three ratings of 5.

Hausa professors also rated the need for development of beginning and intermediate textbooks to be high. Each level received at least one rating of 5.

One professor rated the need for computer courseware and audiotapes to be a 5.

Hausa: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Six program/center directors reported offering Hausa language instruction at their institutions. Hausa was mentioned by three directors as a most important language in terms of materials development needs. Although Hausa is the most commonly-spoken language in sub-Saharan Africa, Swahili received the highest number of ratings as a most important language (4). Yoruba, like Hausa, was mentioned by three directors, and both Zulu and the Mande languages were each listed twice as most important languages in terms of development.

Commenting on the needs for the Hausa language, two directors indicated a high need (5) for videotape materials for all levels of instruction but particularly at the beginning level. Another director stated the high need (5) for beginning-level textbooks.

Hausa: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

The following is a list of those individuals who are currently developing materials:

- Robert Botne of Indiana University is developing beginner and intermediate readers.
- Russell G. Schuh of UCLA is working on an elementary and intermediate level text.
- W. Leben of Stanford University is developing "video tapes for cultural enhancement and possibly for instruction" as well as a graded reader.
- Alamin Mazrui and Lupenga Mphande of Ohio State University are working on "an introductory text using a competency based curriculum with emphasis on audio and oral skills."
- Paul Newman of Indiana University is working on a Hausa-English dictionary.
- John B. Eulenberg of Michigan State University is developing an introduction toHausa culture for non-Hausa learners.

World Area: Sub-Saharan Africa
Language: Igbo

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Sub-Saharan Africa World Area

NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Acholi (3)
Akan (6)
Amharic (3)
Chichewa (2)
Ewe (2)
Fulfulde (4)
Hausa (14)
Igbo (4)
Kpelle (3)
Krio (3)
Luganda (3)
Mande languages (7)
Mende (3)
Oromo (4)
Setswana (2)
Swahili (18)
Temne (5)
West African Pidgin English (3)
Wolof (2)
Yoruba (7)
Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Igbo: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Four LCRs from two institutions were completed for the Igbo language. Igbo was represented with the third lowest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and Hausa with the second highest number (14).

Igbo: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning, Intermediate and Advanced Levels

Professors completed four LCRs for all three levels of Igbo language instruction.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful."

One professor, teaching only beginning-level Igbo, reported using the following textbooks:

- *Igbo; A Learner's Manual and Dictionary*, 2 vols., by William E. Welmers and Beatrice Welmers (Los Angeles, UCLA Department of Linguistics: 1968). Both of these materials were rated useful.
- *Element of Modern Igbo Grammar* by Nolue Emenanjo (Ibadan, Oxford University Press: 1978). This was also rated useful.

The second professor reported using the Welmers and Welmers text and two additional texts:

- *Igbo Language Course*, 3 vols., by G.E. Igwe and M.M. Green (Ibadan, Oxford University Press: 1967-70). This textbook was rated useful.
- *Igbo Basic Course* by Lloyd B. Swift (Washington, Foreign Service Institute: 1962). This textbook was rated less useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. One professor reported utilizing the accompanying audiotapes for the Welmers and Welmers textbook cited above. The second professor was using locally-prepared audiotapes. This professor stated: "Students prepare their own tapes using their own cassette recorders in class with the help of the L-1 tutor as needed."

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. In answering this question, one professor commented that "this course draws from a number of generic materials: slides, photographs, videos, primers collected by the faculty of the African language program." No materials were listed by name. The second professor reported using no audiovisual material.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One professor of Igbo was using a program called *Electronic Flashcard* written and published by David Dwyer of Michigan State University. The program is used for vocabulary practice and is IBM compatible. The professor rated it useful. The second professor reported that no computer technology was used.

Igbo: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

The material needs for all three levels of instruction will be reported on together.

Reading texts were reported to be in the greatest need of development for the Igbo language. The need was rated once at 5 and once at 4. One professor stated that no graded readers are available for English learners.

Intermediate and advanced textbooks fell marginally behind reading texts in terms of the level of need. Both were rated once at 5. One professor indicated dissatisfaction with the current textbooks stating that they are limited to audio-lingual and reference grammar materials. The professor went on to state the need for communicatively focused material.

Audiotapes and videotapes were each rated once at 4, but additional comments as to the orientation of these materials was not given.

Summary of All-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	0	1	1	0	0
Intermediate textbooks	1	0	1	0	0
Advanced textbooks	1	0	0	1	0
Student reference grammar	0	0	0	1	1
Reading texts	1	1	0	0	0
Dictionaries	0	0	0	1	1
Business language material	0	0	0	0	2
Audiotapes	0	1	0	0	1
Videotapes	0	1	0	1	0
Computer courseware	0	0	1	1	0
Other					

Igbo: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Igbo. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Two professors identified and rated the overall needs for the Igbo language. An intermediate-level reader was listed by both professors and was rated at 4 and at 2. Also listed was a communicative textbook for the beginning level which was rated at 2, and an advanced-level reader which was rated at 4. One professor commented that Igbo is not a very high priority language.

Igbo: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Igbo language instruction was not reported to be offered by any program/center directors. Igbo was also not mentioned as a most important language in terms of materials development needs. In the Sub-Saharan Africa world area, Swahili received the highest number of ratings (4) as most important language, Hausa and Yoruba received the second highest number of ratings (3), and Zulu and the Mande languages received the third highest number (2).

Igbo: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

No additional information was provided for the Igbo language.

World Area: Sub-Saharan Africa
Language: Kpelle

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the l990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Sub-Saharan Africa World Area

NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Acholi (3)
Akan (6)
Amharic (3)
Chichewa (2)
Ewe (2)
Fulfulde (4)
Hausa (14)
Igbo (4)
Kpelle (3)
Krio (3)
Luganda (3)
Mande languages (7)
Mende (3)
Oromo (4)
Setswana (2)
Swahili (18)
Temne (5)
West African Pidgin English (3)
Wolof (2)
Yoruba (7)
Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Kpelle: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Three LCRs from one institution were completed for the Kpelle language. Kpelle was represented with the second lowest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and Hausa with the second highest number (14).

Kpelle: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning, Intermediate and Advanced Levels

Professors completed three LCRs for all three levels of Kpelle language instruction.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor was using a total of three different textbooks.

- *A Learner-Directed Approach to Kpelle* by Sharon V. Thach (East Lansing, MI, African Studies Center, Michigan State University: 1981). This book was rated useful.
- *Spoken Kpelle* by William E. Welmers (Monrovia, Lutheran Mission: 1955). This textbook was rated less useful.
- *A First Course in Kpelle* by William E. Welmers and John Gay (Ibadan, Institute of African Studies: 1971). This book was also rated less useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor in question was using locally-prepared audiotapes. The professor stated: "Students prepare their own tapes using their own cassette recorders in class with the help of the L-1 tutor as needed."

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. In answering this question, the professor commented that "this course draws from a number of generic materials: slides, photographs, videos, primers collected by the faculty of the African language program." No materials were listed by name.

Computer Courseware

Questions 10 and 11 asked respondents to list technology currently used. The professor of Kpelle was using a program called *Electronic Flashcard* written and published by David Dwyer of Michigan State University. The program is used for vocabulary practice and is IBM compatible. The professor rated the overall usefulness as useful.

Kpelle: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

The material needs for all three levels of instruction will be reported on together.

According to one professor, beginning-level textbooks, a student reference grammar, and dictionaries were reported to be in the greatest need of development. Each material was rated at 4. No comments were made as to the desired orientation of these instructional materials. They were the only materials to receive a rating of 4 or higher. Rated at 3 was the need for an intermediate-level textbook and reading texts. The professor rated all other items on the list at 2 or below.

Summary of All-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	0	1	0	0	0
Intermediate textbooks	0	0	1	0	0
Advanced textbooks	0	0	0	1	0
Student reference grammar	0	1	0	0	0
Reading texts	0	0	1	0	0
Dictionaries	0	1	0	0	0
Business language material	0	0	0	0	1
Audiotapes	0	0	0	0	1
Videotapes	0	0	0	1	0
Computer courseware	0	0	0	1	0
Other					

Kpelle: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Kpelle. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One professor identified and rated the overall needs for the Kpelle language. Listed by the professor were a beginning-level textbook, an intermediate/advanced-level reader, and a dictionary for all levels. All three materials were rated at 4.

Kpelle: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Kpelle language instruction was not reported to be offered by any program/center directors. Kpelle was also not mentioned as a most important language in terms of materials development needs. In the Sub-Saharan Africa world area, Swahili received the highest number of ratings (4) as most important language, Hausa and Yoruba received the second highest number of ratings (3), and Zulu and the Mande languages received the third highest number (2).

Kpelle: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

No additional information was provided for the Kpelle language.

World Area: Sub-Saharan Africa
Language: Krio

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Sub-Saharan Africa World Area

NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

- Acholi (3)
- Akan (6)
- Amharic (3)
- Chichewa (2)
- Ewe (2)
- Fulfulde (4)
- Hausa (14)
- Igbo (4)
- Kpelle (3)
- Krio (3)
- Luganda (3)
- Mande languages (7)
- Mende (3)
- Oromo (4)
- Setswana (2)
- Swahili (18)
- Temne (5)
- West African Pidgin English (3)
- Wolof (2)
- Yoruba (7)
- Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Krio: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Three LCRs from one institution were completed for the Krio language. Krio was represented with the second lowest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and Hausa with the second highest number (14).

Krio: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning, Intermediate and Advanced Levels

Professors completed three LCRs for all three levels of Krio language instruction.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor was using a total of three different textbooks:

- *Krio Language Manual* by Wilson et al., (Freetown, Sierra Leone, Peace Corps: 1981). This textbook was rated useful.
- *A Handbook of Krio* by M.E. Ajayi Coomber (Freetown, Sierra Leone, Fourah Bay College Bookshop: 1983). This book was also rated useful.
- *Krio Basic Course* by James A. Funna and Richard A. Williams (Atlanta, Morehouse-Spelman College, Peace Corps Training Center). This textbook was rated less useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor stated, "students prepare their own tapes using their own cassette recorders in class with the help of the L-1 (native language) tutor as needed."

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. In answering this question, the professor commented that "this course draws from a number of generic materials: slides, photographs, videos, primers collected by the faculty of the African language program." No materials were listed by name.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. The professor of Krio was using a program called *Electronic Flashcard* written and published by David Dwyer of Michigan State University. The program is used for vocabulary practice and is IBM compatible. The professor rated the overall usefulness as useful.

Krio: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

The material needs for all three levels of instruction will be reported on together.

Reading texts and a beginner textbook were reported by one professor to be in greatest need of development for the Krio language. The rating given for both of these materials was 5. The professor made no comments as to the desired orientation of these materials. All other items on the list were rated at 2 or below, indicating that these materials are not in a high degree of need for Krio.

Summary of All-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	0	1	0	0	0
Intermediate textbooks	0	0	0	0	1
Advanced textbooks	0	0	0	0	1
Student reference grammar	0	0	0	1	0
Reading texts	0	1	0	0	0
Dictionaries	0	0	0	0	1
Business language material	0	0	0	0	1
Audiotapes	0	0	0	0	1
Videotapes	0	0	0	1	0
Computer courseware	0	0	0	1	0
Other					

Krio: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Krio. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One professor identified and rated the overall needs for the Krio language. Listed by the professor were a beginning-level textbook, and both an intermediate- and advanced-level annotated reader. All three materials were rated at 4.

Krio: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

One program/center director reported offering Krio language instruction. Krio was not mentioned by any director as a most important language in terms of materials development needs. In the Sub-Saharan, Swahili received the highest number of ratings (4) as most important language, Hausa and Yoruba received the second highest number of ratings (3), and Zulu and the Mande languages received the third highest (2).

Krio: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

No additional information was provided for the Krio language.

World Area: Sub-Saharan Africa
Language: Luganda

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the l990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Sub-Saharan Africa World Area

NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Acholi (3)
Akan (6)
Amharic (3)
Chichewa (2)
Ewe (2)
Fulfulde (4)
Hausa (14)
Igbo (4)
Kpelle (3)
Krio (3)
Luganda (3)
Mande language (7)
Mende (3)
Oromo (4)
Setswana (2)
Swahili (18)
Temne (5)
West African Pidgin English (3)
Wolof (2)
Yoruba (7)
Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Luganda: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Three LCRs from one institution were completed for the Luganda language. Luganda was represented with the second lowest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and Hausa with the second highest number (14).

Luganda: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning, Intermediate and Advanced Levels

Professors completed three LCRs for all three levels of Luganda language instruction.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of textbooks cited:

- *The Essentials of Luganda* by J.D. Chesswas (London, Oxford University Press: 1969).
- *Luganda Basic Course* by Frederick K. Kamoga and Earl W. Stevick (Washington, Foreign Service Institute: 1980).
- *Luganda Continuation: Book Two* by Kamoga (Washington, Makerere University College: 1969).

All three were rated less useful by the professor.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor, using locally-prepared audiotapes, stated: "students prepare their own tapes using their own cassette recorders in class with the help of the L-1 (native language) tutor as needed."

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. In answering this question, the professor commented that "this course draws from a number of generic materials: slides, photographs, videos, primers collected by the faculty of the African language program." No materials were listed by name.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. The professor of Luganda was using a program called *Electronic Flashcard* written and published by David Dwyer of Michigan State University. The program is used for vocabulary practice and is IBM compatible. The professor rated the software useful.

Luganda: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

The material needs for all three levels of instruction will be reported on together.

Beginner textbooks, student reference grammars and reading texts were reported by one professor to be in the greatest need of development of the Luganda language. The rating given for all of these materials was 5.

The professor suggested that the basic textbook "must have a learner-centered component." Furthermore, he desired reading texts that are annotated and for second and third year students of Luganda. No mention was made of the desired orientation of the student reference grammar.

The other material listed in high need for development was dictionaries, which earned a rating of 4. All other items on the list were rated at 2 or below, indicating that these materials are not in a high degree of need for Luganda.

Summary of All-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	0	0	0
Intermediate textbooks	0	0	0	0	0
Advanced textbooks	0	0	0	0	0
Student reference grammar	1	0	0	0	0
Reading texts	1	0	0	0	0
Dictionaries	0	1	0	0	0
Business language material	0	0	0	0	1
Audiotapes	0	0	0	0	1
Videotapes	0	0	0	1	0
Computer courseware	0	0	0	1	0
Other					

Luganda: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Luganda. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One professor identified and rated the overall needs for the Luganda language. Listed by the professor were a beginning-level textbook, and both intermediate and advanced-level readers. All three materials were rated at 4.

Luganda: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Luganda language instruction was not reported to be offered by any program/center directors. Luganda was also not mentioned as a most important language in terms of materials development needs. In the Sub-Saharan Africa world area, Swahili received the highest number of ratings (4) as most important language, Hausa and Yoruba received the second highest number of ratings (3), and Zulu and the Mande languages received the third highest number (2).

Luganda: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

No additional information was provided for the Luganda language.

World Area: Sub-Saharan Africa
Language: Mande Languages

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Sub-Saharan Africa World Area

NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Acholi (3)
Akan (6)
Amharic (3)
Chichewa (2)
Ewe (2)
Fulfulde (4)
Hausa (14)
Igbo (4)
Kpelle (3)
Krio (3)
Luganda (3)
Mande languages (7)
Mende (3)
Oromo (4)
Setswana (2)
Swahili (18)
Temne (5)
West African Pidgin English (3)
Wolof (2)
Yoruba (7)
Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Mande languages: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Seven LCRs from three institutions were completed for the Mande languages. The Mande languages were represented with the third highest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and Hausa with the second highest number (14).

Bambara and Mandinka are the languages discussed in this report.

Mande languages: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level: Bambara

Professors completed two LCRs for beginning-level Bambara.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The single textbook cited by professors was *An Ka Bamananankan Kaln: Beginning Bambara*, by Charles Bird, J. Hutchinson and M. Kante (Indiana University, Linguistics Club; Bloomington, Indiana: 1977). The book was rated useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. One professor reported using the audiotapes which accompany the textbook listed previously. These tapes can be obtained through the Language Laboratory, Ballantine Hall 120, Indiana University, Bloomington, IN 47405.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. Neither of these materials were cited at the beginning level.

Intermediate Level: Bambara

Professors completed two LCRs for intermediate-level Bambara.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor reported using the intermediate-level text of the series cited above by C. Bird, J. Hutchinson and M. Kante entitled *An Ka Bamananankan Kalan: Intermediate Bambara* (Bloomington IN, Indiana University, Linguistics Club: 1977). The textbook was rated useful.

Audiotapes

The professor reported using the audiotapes which accompany the above textbook. These tapes can be obtained through the Language Laboratory at Indiana University, Ballantine Hall 120, Bloomington, IN 47405.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. Neither of these materials were cited at this level.

Advanced Level: Bambara

One LCR was completed for advanced-level Bambara.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor reported using a textbook entitled *Cours Pratique de Bambara* by Charles Bailleul (Bobo-Dioulasso, Haute-Volta: 1984).

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor reported that the students prepare their own cassette recordings in class with the help of a native speaking tutor.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. Neither of these materials were cited at this level.

Beginning and Intermediate Levels: Mandinka

Professors completed two LCRs for beginning- and intermediate-level Mandinka.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following two textbooks were listed at the beginning level:

- *Speak Mandinka Now* by Musa K. Kandek and Sainey A.K. Ceesay (This material is a photocopied packet which can be obtained for the cost of reproduction by contacting Rakey Cole at Cornell University). The textbook was rated very useful.
- *Mandinka Language in General* (This material can also be obtained from Rakey Cole at Cornell University). This textbook was used at both levels of instruction and was also rated very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor reported the use of locally-prepared audiotapes, designed to supplement the above textbook materials. These tapes can be made available to other Mandinka language programs through Cornell University, Department of Modern Languages and Linguistics.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. The following videotapes were used at the beginning level:

- *Africans* by Ali Al'Amin Mazrui was described as a documentary on the conflicts of culture.
- *Finzaan* was described as a documentary on gender issues of the Manding people, particularly the oppression of women.

The professor also indicated that a videotape published by The Smabia Family Planning Association on sanitation and health in the Mandinka community was used for beginning-level instruction, but the title was not given.

Computer Coursware

Questions 10 and 11 asked professors to list technology currently used. Professors did not list the used of technology at this level.

Mande languages: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference/grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level: Bambara

Student reference grammars, reading texts, and dictionaries were reported to be in the greatest need of development for beginning-level Bambara. The need of each material was rated at 5.

Commenting on the desired orientation of these materials, professors called for reading texts which are geared towards university-level students and cover cultural topics, and dictionaries that should be updated and include comprehensive vocabulary.

Beginning-level textbooks and audiotapes were represented with near equal need; each was rated once at 4. One professor indicated a desire for a communicative textbook. No additional comments were made towards the orientation of these materials.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	0	1	1	0	0
Student reference grammar	1	0	1	0	0
Reading texts	1	1	0	0	0
Dictionaries	1	1	0	0	0
Business language material	0	0	0	0	1
Audiotapes	0	1	0	0	1
Videotapes	0	0	0	1	0
Computer courseware	0	0	0	1	0
Other					

Intermediate Level: Bambara

The need for development of reading texts and dictionaries for intermediate instruction was rated the highest. The need for development of student reference grammars was also rated high. No comments were made as to the desired orientation of these materials.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	0	1	0	1	0
Student reference grammar	1	0	1	0	0
Reading texts	1	1	0	0	0
Dictionaries	1	1	0	0	0
Business language material	0	0	0	0	1
Audiotapes	0	1	0	0	1
Videotapes	0	0	0	1	0
Computer courseware	0	0	0	1	0
Other					

Advanced Level: Bambara

The professor rated the need for reading texts and dictionaries the highest, rating each at 4. The professor also indicated a need for development of an advanced textbook. The need was rated at 2. No desired orientation was given for these materials.

Beginning and Intermediate Levels: Mandinka

The following materials were rated in high need (5) of development for intermediate-Mandinka language instruction:

- intermediate textbooks
- reading texts
- student reference grammars
- audiovisual material
- business language materials

The professor indicated a desire for an intermediate textbook which includes extensive dialogues and grammar exercises. The professor also indicated a desire for supplementary audiotapes to develop listening comprehension. No other materials were rated by the professor.

Summary of Beginning- and Intermediate-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	0	0	0	0	0
Intermediate textbooks	2	0	0	0	0
Advanced textbooks	1	0	0	0	0
Student reference grammar	2	0	0	0	0
Reading texts	2	0	0	0	0
Dictionaries	0	0	0	0	0
Business language material	2	0	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	2	0	0	0	0
Computer courseware	1	0	0	0	0
Other					

Mande languages: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching the Mande languages. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Three professors identified and rated the overall needs for the Mande languages. Annotated readers for both the intermediate and advanced levels were listed most often by professors. They were rated once at 5 and twice at 4. A beginning-level reader was listed by one professor and rated at 5.

A dictionary for all levels and a beginner's textbook were each listed once and were rated at 4. Also listed by professors were video materials and business language materials; both rated were rated at 4.

Mande languages: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Bambara was mentioned by one program/center director as a most important language in terms of materials development needs. Commenting on these needs, the director placed in high priority the development of beginning and intermediate textbooks. The director also stated the need for a Bambara dictionary rated it at 4.

Mandinka was also mentioned by one program/center director as a most important language in terms of materials development needs. The director cited the need for Mandinka textbooks and rated the need at 5.

In the Sub-Saharan Africa world area, Swahili received the highest number of ratings (4) as most important language, Hausa and Yoruba were mentioned three times, and Zulu was cited twice.

Mande languages: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Vicki Carstens of Cornell University is developing a Mandinka reading text consisting of a collection of short stories. She believes this material will be helpful for students because it will offer clear examples of how Mandinka culture operates and how the people interact, which to Carstens, makes language study easier because of the "enhancement of the culture." Carstens also stated that she was developing intermediate-level audiotapes for the Mandinka language.

World Area: Sub-Saharan Africa
Language: Mende

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Sub-Saharan Africa World Area

NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Acholi (3)
Akan (6)
Amharic (3)
Chichewa (2)
Ewe (2)
Fulfulde (4)
Hausa (14)
Igbo (4)
Kpelle (3)
Krio (3)
Luganda (3)
Mande languages (7)
Mende (3)
Oromo (4)
Setswana (2)
Swahili (18)
Temne (5)
West African Pidgin English (3)
Wolof (2)
Yoruba (7)
Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Mende: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)

- Describe which materials are in greatest need of development for each language and level. (Q12)

- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Three LCRs from one institution were completed for the Mende language. Mende was represented with the second lowest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and Hausa with the second highest number (14).

Mende: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning, Intermediate and Advanced Levels

Three LCRs were completed for the beginning, intermediate and advanced levels.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful."

The following is a list of the textbooks cited:

- *A Practical Introduction to Mende* by Innes Gordon (London, School of Oriental and African Studies, University of London: 1967).
- *Basic Course in Mende* by Spears (Evanston, IL, Northwestern University: 1967).
- *Mende Basic Course* by N. D. Coleman (no additional bibliographic information was available).

All three books were rated less useful by the professor using them.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor, using locally-prepared audiotapes, stated: "Students prepare their own tapes using their own cassette recorders in class with the help of the L-1 tutor as needed."

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. In answering this question, the professor commented that "this course draws from a number of generic materials: slides, photographs, videos, primers collected by the faculty of the African language program." No materials were listed by name.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. The professor of Mende was using a program called *Electronic Flashcard* written and published by David Dwyer of Michigan State University. The program is used for vocabulary practice and is IBM compatible. The professor rated the software useful.

Mende: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

The material needs for all three levels of instruction will be reported on together.

Beginning-level textbooks and reading texts were reported by one professor to be in the greatest need of development. Each materials was rated at 5. Commenting on the desired orientation of these materials, the professor stated the need for a "good basic text" which is "learner-oriented," and an annotated reader.

The third material from the list of ten to be rated higher than 3 on the scale was dictionaries. English-Mende/Mende-English dictionaries for all levels were needed according to the professor who gave the need a rating of 4. All other items were rated no higher than 3 on the scale. Rated at 3 was the need for an intermediate-level textbook. The professor in question rated all other items on the list at 2 or below.

Summary of All-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	0	0	0
Intermediate textbooks	0	0	1	0	0
Advanced textbooks	0	0	0	1	0
Student reference grammar	0	0	0	1	0
Reading texts	1	0	0	0	0
Dictionaries	0	1	0	0	0
Business language material	0	0	0	0	1
Audiotapes	0	0	0	0	1
Videotapes	0	0	0	1	0
Computer courseware	0	0	0	1	0
Other					

Mende: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Mende. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One professor identified and rated the overall needs for the Mende language. Listed by the professor were a beginning-level textbook, an intermediate/advanced-level annotated reader, and a bi-directional dictionary. All three materials were rated at 5.

Mende: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Mende language instruction was not reported to be offered by any program/center directors. Mende was also not mentioned as a most important language in terms of materials development needs. In the Sub-Saharan Africa world area, Swahili received the highest number of ratings (4) as most important language, Hausa and Yoruba received the second highest number of ratings (3), and Zulu and the Mande languages received the third highest number (2).

Mende: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

No additional information was provided for the Mende language.

World Area: Sub-Saharan Africa
Language: Oromo

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Sub-Saharan Africa World Area

NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Acholi (3)
Akan (6)
Amharic (3)
Chichewa (2)
Ewe (2)
Fulfulde (4)
Hausa (14)
Igbo (4)
Kpelle (3)
Krio (3)
Luganda (3)
Mande languages (7)
Mende (3)
Oromo (4)
Setswana (2)
Swahili (18)
Temne (5)
West African Pidgin English (3)
Wolof (2)
Yoruba (7)
Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Oromo: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Four LCRs from two institutions were completed for the Oromo language. Oromo was represented with the third lowest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and Hausa with the second highest number (14).

Oromo: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning, Intermediate, and Advanced Levels

Professors completed three LCRs for all three levels of Oromo language instruction. Another professor reported on a course entitled "Structure of Oromo", but no materials were listed as being used in the course.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professors listed one textbook entitled *Handbook of the Oromo Language* by Mohammad Ali and Andrzej Zaborski (Wroclaw, Polska Akademia Nauk: 1990). This book was rated very useful.

Audiotapes, Videotapes and Computer Courseware

Questions 8-11 asked professors to list audiotapes, other audiovisual materials and computer courseware currently used. No professor reported the use of these materials.

Oromo: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

The material needs for all three levels of instruction will be reported on together.

Both professors rated highly the need for reading texts and dictionaries. Commenting on the desired orientation of these materials, one professor called for a dictionary which covers many dialects and the second professor stated the need for an English-Amharic-Oromo dictionary. On reading texts, one professor desired "graded and interesting" readers and the other called for a "variety of texts illustrating a wide range of syntactic constructions."

Three materials were rated once at 5. They were beginner textbooks, intermediate textbooks, and student reference grammars. One professor called for communicative textbooks. The other professor called for a "not just 'student' grammar." A grammar which covers various dialects was desired by the professor.

No other materials were rated by professors.

Summary of All-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	0	0	0
Intermediate textbooks	1	0	0	0	0
Advanced textbooks	0	0	0	0	0
Student reference grammar	1	0	0	0	0
Reading texts	2	0	0	0	0
Dictionaries	2	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	0	0	0	0	0
Videotapes	0	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Oromo: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Oromo. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Two professors identified and rated the overall needs of the Oromo language. A beginning-level textbook was listed by both professors and rated at 5. Also listed were an intermediate-level textbook and reader, a student reference grammar for the advanced level, and an English-Oromo dictionary. All these materials were rated at 5.

The second professor, though currently teaching only an Oromo linguistics course, included comments on the needs for materials for teaching Oromo in general. This professors comments echoed those of the first professor. The professor noted that a dictionary should cover a variety of dialects. This professor also added that student reference grammars are much needed and should also include a variety of dialects.

Oromo: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Oromo language instruction was not reported to be offered by any program/center directors. Oromo was also not mentioned as a most important language in terms of materials development needs. In the Sub-Saharan Africa world area, Swahili received the highest number of ratings (4) as most important language, Hausa and Yoruba received the second highest number of ratings (3), and Zulu and the Mande languages received the third highest number (2).

Oromo: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

No additional information was provided for the Oromo language.

World Area: Sub-Saharan Africa
Language: Setswana

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Sub-Saharan Africa World Area

NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Acholi (3)
Akan (6)
Amharic (3)
Chichewa (2)
Ewe (2)
Fulfulde (4)
Hausa (14)
Igbo (4)
Kpelle (3)
Krio (3)
Luganda (3)
Mande languages (7)
Mende (3)
Oromo (4)
Setswana (2)
Swahili (18)
Temne (5)
West African Pidgin English (3)
Wolof (2)
Yoruba (7)
Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Setswana: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Two LCRs from two institutions were completed for the Setswana language. Setswana was represented with the lowest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and Hausa with the second highest number (14).

Setswana: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

One LCR was completed for beginning-level Setswana.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor for this level of Setswana reported that no textbook was used.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor reported using six units of locally-prepared audiotapes which include dialogues and drills and one tape of short stories. There was no indication that these tapes could be made available to other institutions teaching Setswana.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. The professor reported using a personal set of slides of Botswana to "center and stimulate conversation."

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professor reported the use of computer courseware at the beginning level.

Intermediate Level

The professor teaching intermediate level Setswana did not report using textbooks, audiotapes, other audiovisual materials, or computer courseware for Setswana instruction. No materials were cited in the section on materials currently being used. In a later section of the LCR the professor indicated that "no teaching materials exist for this language."

Setswana: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference/grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning and Intermediate Levels

Beginning and intermediate textbooks, student reference grammars, and dictionaries were reported to be in the greatest need of development for the Setswana language. Each material was rated twice at 5.

Commenting on beginning-level textbooks, one professor stated that one does not exist. The second professor called for a basic textbook which includes grammatical exercises and "culturally appropriate dialogues."

The availability of an intermediate-level textbook was reported to be the same for the beginner textbook. Both professors agreed on the need for a textbook with grammar and grammatical exercises, and reading texts with questions.

According to one professor, the only available student reference grammar is outdated and is targeted towards linguists and not students. The second professor appeared to agree when calling for a "learner's reference manual" which includes "terminology, paradigms, etc."

Both professors commented on the "100 year-old" dictionary by J.T. Brown still in use today. There is a Setswana-English-Afrikaans dictionary edited by J.W. Snyman (Pretoria, via Afrika: 1990) which one professor used. Professors further stated that although there is a new dictionary being developed by Mr. Tsonopo at the University of Botswana, they did not have any information of when it is due out or who is publishing it.

Reading texts were rated at 5 by one professor. The professor indicated the desire for a graded set of readers to follow beginning and intermediate textbooks which would capitalize on grammatical points of relevant lessons.

Audiotapes and videotapes were also rated by the professor at 5. According to the professor, current audiotapes should be revised so as to match the texts. Videotapes could be used as "cultural aids and conversation prompts."

Summary of Beginning and Intermediate-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	2	0	0	0	0
Intermediate textbooks	2	0	0	0	0
Student reference/grammar	2	0	0	0	0
Reading texts	1	0	0	0	0
Dictionaries	2	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	1	0	0	0	0
Computer courseware	0	0	0	0	0
Other: flashcards	0	0	1	0	0

Setswana: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Setswana. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Two professors identified and rated the overall needs of the Setswana language. Reported to be the highest need were textbooks for all levels of instruction. Both professors rated the need at 5. Also listed were student dictionaries and reference grammars at the intermediate level, audiotapes and videotapes at the beginning level, and reading texts at both the beginning and intermediate levels. All of these materials were rated at 5.

Setswana: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

One program/center director reported offering Setswana language instruction. Setswana was mentioned by the same director as a most important language in terms of materials development needs. In the Sub-Saharan Africa world area, Swahili received the highest number of ratings (4) as a most important language, Hausa and Yoruba received the second highest number of ratings (3), and Zulu and the Mande languages each received two ratings.

The director who mentioned Setswana as a most important language, stated the high need (5) for textbooks, audiovisual materials and dictionaries for the beginning and intermediate levels.

Setswana: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

Professor Julie Croston indicated that Boston University, African Language Program, is developing a beginner's curriculum and is currently applying for funds to process these materials into a publishable teacher's packet.

World Area: Sub-Saharan Africa
Language: Swahili

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Sub-Saharan Africa World Area

NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Acholi (3)
Akan (6)
Amharic (3)
Chichewa (2)
Ewe (2)
Fulfulde (4)
Hausa (14)
Igbo (4)
Kpelle (3)
Krio (3)
Luganda (3)
Mande languages (7)
Mende (3)
Oromo (4)
Setswana (2)
Swahili (18)
Temne (5)
West African Pidgin English (3)
Wolof (2)
Yoruba (7)
Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Swahili: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Eighteen LCRs from five institutions were completed for the Swahili language. Swahili was represented with the highest number of LCRs in the Sub-Saharan Africa world area; Hausa was represented with the second highest number of LCRs (14) and both Yoruba and the Mande languages with the third highest number (7).

Swahili: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed seven LCRs for beginning-level Swahili.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of beginning-level textbooks that were cited most often or were rated very useful:

- *Swahili: Foundation for Speaking, Reading, and Writing* by Thomas J. Hinnebusch and Sarah M. Mirza (Lanham, MD, University Press of America: 1979). This textbook was rated very useful by four professors, and useful by two. One professor did not rate the textbook.
- *Swahili Exercises: A Workbook for First Year Students* by Lioba Moshi (Lanham, University Press of America: 1988). This workbook, which was rated very useful by one professor and useful by two others, may be used with *Swahili: Foundation for Speaking, Reading, and Writing*.
- *Concise Swahili and English* by D.V. Perrott in the Teach Yourself series (Dunton Green, Kent, Hodder and Stoughton, Ltd.: 1965). This textbook was rated very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Professors were using audiotapes which accompanied the textbooks *Swahili: Foundation for Speaking, Reading, and Writing* and *Kiswahili Kwa Kitendo*, as well as locally-prepared audiotapes. The tapes which accompany *Swahili: Foundation for Speaking Reading and Writing* may be obtained from Thomas J. Hinnebusch at the UCLA Linguistics department.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Two professors reported using the videotape *The Swahili People: Language, Lifestyles, and Culture* by Lioba Moshi (available from the Department of Anthropology and Linguistics at the University of Georgia at Athens). Another professor was using a synchronized slideshow called *A Swahili Village*, by M. Hauner of the University of Wisconsin-Madison. The slideshow was described as a "description of daily activities" appropriate for the elementary through the advanced levels. The only documentary film currently used for the beginning level was *Kunnekucha (From Sunup)* by Flora Mbugu which "portrays the position of women in Tanzania," according to the professor using it.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One professor was using software in beginning-level Swahili instruction. The program, called *Learning Swahili Through CAI*, was written by Rashid Zulu of the University of Kansas. The IBM-compatible software is used for drills in the language, and the professor using it described the package as very useful, and commented that it is "user friendly" and "allows students to test and drill themselves."

Intermediate Level

Professors completed seven LCRs for intermediate-level Swahili.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The most frequently cited textbooks at this level were rated useful by two professors:

- *Swahili: A Foundation for Speaking, Reading, and Writing* by Thomas J. Hinnebusch and Sarah M. Mirza (Lanham, MD, University Press of America: 1979)
- *Kiswahili Kwa Kitendo* by Sharifa Zawawi (New York, Harper and Row: 1971).

Other textbooks listed by one professor and rated very useful were:

- *Building Proficiency in Kiswahili: A Manual for Second and Third Year Students by Lioba Moshi* (Lanham, MD, University Press of America: 1988).
- *Masomo Ya Kiasa: Contemporary Readings in Swahili* by Ann Biersteker (New Haven, Yale University Press: 1990).
- *Mambo Mbalimbali* (a set of course readings selected form newspapers, women's magazines, and other popular sources) by Thomas J. Hinnebusch (Available through Thomas J. Hinnebusch of the Linguistics Department at UCLA, Los Angeles, CA 90024).
- *Tujifunze Kiswahili* by Wakhunga (Portland, Portland State University: 1981).
- *Tuimarishe Kiswahili Chetu (Building Proficiency in Kiswahili, Exercises for First Year Students)* by Lioba Moshi (Lanham, University Press of American, 1988).
- *Tugahamu Rosa Mistika (Building Proficiency in Kiswahili)* by M. Hauner (an unpublished textbook.

One professor also rated the selection of Swahili novels by various East African authors very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Professors were using audiotapes which accompanied the textbooks *Swahili: Foundation for Speaking, Reading, and Writing*, and *Kiswahili Kwa Kitendo*. Two professors were also using locally-prepared audiotapes, which one professor described as "news broadcasts, discussions, and educational programs." These taped programs, along with the tapes accompanying *Swahili: Foundations for Speaking, Reading and Writing*, can be obtained from Professor Thomas J. Hinnebusch of the Linguistics Department at UCLA.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Two professors reported using the video *The Swahili People: Language, Lifestyles, and Culture* by Lioba Moshi (available from the department of Anthropology and Linguistics at the University of Georgia at Athens). Another professor was using a synchronized slideshow called *A Swahili Village*, by M. Hauner of the University of Wisconsin at Madison. The slideshow was described as a "description of daily activities" appropriate for the elementary through the advanced levels. The only documentary film listed was *From Sunup* which "portrays the position of women," according to the professor using it. One professor stated that ordering information regarding two Swahili language films could be obtained from T.J. Hinnebusch at the Linguistics Department at UCLA.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One professor reported using software for intermediate-level Swahili. The program, called *Learning Swahili through CAI*, was written by Rashid Zulu of the University of Kansas. The IBM-compatible software is used for language drills, and the professor using it described the package as very useful, and commented that it is "user friendly" and it "allows students to test and drill themselves."

Advanced Level

Professors completed four LCRs for advanced-level Swahili.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." None of the professors at the advanced level used the same textbooks or literary works. The following textbooks were rated very useful:

- *Maisha Yanga Wa Baada Ya Miaka Hamsini* by Shaaban Robert (London, Thomas Nelson and Son: 1949).
- *Shujaa Okonkwo* by Chinua Achebe, translated by Clement Ndulute (East Africa, Heineman Educational Books: 1973).
- *Mnywa Tembo by Amos Tutola*, translated by Abdu Nanji (Tanzania, Nyota Press: 1993).

- *Masoma Ya Kisasa* by Ann Biersteker (New Haven, Yale University Press: 1990).
- *Mambo Mbalimbali* (a set of course readings selected form newspapers, women's magazines, and other popular sources) by Thomas J. Hinnebusch and available through him at UCLA Linguistic Department.
- *Tugahamu Rosa Mistika* by M. Hauner (an unpublished textbook for use at the intermediate level).

One professor also rated the selection of Swahili novels by various East African authors very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. One professor was using locally-prepared audiotapes, which were described as "news broadcasts, discussions, and educational programs." These taped programs can be obtained from Professor T.J. Hinnebusch of the Linguistics Department at UCLA.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Two professors reported using the video *The Swahili People: Language, Lifestyles, and Culture* by Lioba Moshi (available from the department of Anthropology and Linguistics at the University of Georgia at Athens). Another professor was using a synchronized slideshow called *A Swahili Village*, by M. Hauner of the University of Wisconsin at Madison. The slideshow was described as a "description of daily activities" appropriate for the elementary through the advanced levels. The only documentary film listed was *From Sunup* which "portrays the position of women," according to the professor using it. One professor stated that ordering information regarding two Swahili language films could be obtained from Professor T.J. Hinnebusch of the Linguistics Department at UCLA.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. No professors reported using computer courseware in advanced-level Swahili instruction.

Swahili: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, and advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

For beginning-level Swahili, the responses to Q12 revealed that videotapes are in the greatest need by professors. Five of the seven professors rated the need for videotapes at 5.

Most professors who considered videotapes a priority described the type of videotape that they thought most appropriate for them personally. One professor suggested that videos be "short dramas," and be geared toward "situation learning." Another professor would like videos to be composed of skits. Two other professors asked that videotapes in the future be "interactive, and communicatively oriented," "treat real-life situations," and accompany a workbook. Finally, one professor thought that videotapes should include some grammar and drills, while yet another desired videotapes that were "tailored to certain levels only, i.e., elementary, intermediate, or advanced."

Dictionaries were also highly rated by beginning-level professors. The item was given three ratings of 5; one 4. Four professors underscored the need for an "up-to-date" dictionary. Some of the other comments made concerning dictionaries were that they be "affordable," and geared towards students who are learning the language. One professor pointed out the need for a "Kiswahili-Kiswahili" student dictionary.

The next highest rated item from the list were audiotapes. Three professors rated the need for audiotapes at 5. One professor stated that audiotapes which include "music, short plays, and interactive conversation" would be appropriate. Another professor commented that the desired orientation was "a variety of drill types and exercises," since the audiotapes now available "tend to be limited to repetition drills."

Computer courseware received two ratings of 5. One professor expressed a need for courseware oriented to "grammar, games, and vocabulary building." Another professor stated that courseware should be "geared to the learner" and therefore "interactive and communicatively oriented."

The need for a student reference grammar was rated at 5 by two professors, and at 4 by one. The only comment made as to the desired orientation of student reference grammars were that they be "communicative," but include grammar and drills, according to one professor.

One professor rated the need for beginning-level reading texts as 5, and two professors rated the needs as 4. "More authentic reading texts" were necessary according to one professor.

The item which received the least number of high ratings was beginning-level textbooks. One professor rated this item at 5; the next highest rating given was no higher than a 3. A textbook "using a competency-based curriculum" was desired by the professor who rated the item at 5.

Business language materials were the lowest rated item. Two professors gave business language materials one rating of 3, and one rating of 1.

One professor added "Swahili language films" as a needed instructional material, and rated the need for this material as 5.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	1	2	0	1
Student reference grammar	3	1	1	0	0
Reading texts	1	1	0	0	0
Dictionaries	4	1	0	0	0
Business language material	0	0	1	0	1
Audiotapes	4	0	1	1	1
Videotapes	6	0	0	0	0
Computer courseware	2	0	1	0	0
Other: Swahili language films	1	0	0	0	0

Intermediate Level

At this level, professors rated the need for dictionaries and videotapes as the highest need. Professors gave six ratings of 5, and one 4 for both items. Some professors suggested orientations for them. Several mentioned the need for "updated" dictionaries. One cited the need for "specialized dictionaries—e.g., for business, law, history, and food." Another professor stated that it was important that dictionaries be "affordable."

Professors wanted videotapes that are "tailored to a particular level," "more communicative," and which include "grammar and drills." One professor wanted videotapes to contain "conversation and short films or dramatic programs." One professor mentioned the treatment of "cultural" subjects as the desired orientation for videotapes.

Rated second-highest by professors were student reference grammars and audiotapes. Professors gave four ratings of 5 to both. Audiotapes received an additional rating of 4. Professors did not address the development of a student reference grammar, as they were asked to do in the second part of Q12, but did make several comments as to the orientation for audiotapes. One professor desired audiotapes that are "more communicative." Another professor suggested that audiotapes include "plays, short stories, and books read on audiotapes." Two professors identified the need for drills and more grammar exercises on tape.

The need for an intermediate textbook was rated by four professors at 4 or higher. One professor stated that he would like to see a "more communicative" textbook which would include "grammar drills" developed. A "competency-based curriculum" was desired by another professor.

The need for reading texts was rated at 5 by two professors and at 4 by another. Reading texts which contain "more grammar" explanations were suggested by one professor who chose to comment on the desired orientation of such materials.

The last item from the list to receive a rating of 5 from one professor was computer courseware. No comments were made as to the desired orientation of these materials.

One professor added "Swahili language films" as a needed instructional material. The rating given was a 5.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	3	0	1	0	1
Student reference grammar	4	1	2	0	0
Reading texts	2	1	1	0	0
Dictionaries	6	1	0	0	0
Business language material	0	0	1	0	2
Audiotapes	4	1	1	1	1
Videotapes	6	1	0	0	0
Computer courseware	1	0	1	0	1
Other: Swahili language films	1	0	0	0	0

Advanced Level

As with beginning- and intermediate-level Swahili, the need for videotapes was the highest rated item. Four ratings of 5 were given. One professor desired to see "plays and films" on videotape. Another suggested that videotapes treat "cultural materials."

The next highest rated instructional materials at this level were audiotapes and student reference grammars. These items received ratings of 5 from two professors. As for the desired orientation of student reference grammars, one professor commented that "something more up-to-date than Ashton and Wilson, and which approaches grammar from a communicative point of view."

The need for a textbook, dictionaries, and computer courseware at the advanced level was rated as high, with these materials receiving one rating of 5 each, and in the case of dictionaries, one rating of 4.

Again, as with beginning- and intermediate-level Swahili, one professor cited the high need (5) for Swahili language films.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	1	0	0	0	0
Student reference grammar	2	0	0	0	0
Reading texts	0	0	1	0	0
Dictionaries	1	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	2	0	0	0	0
Videotapes	2	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Swahili: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Swahili. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Seven professors identified and rated the overall needs for the Swahili language. Videotapes were most frequently listed as needed instructional materials for Swahili teaching in general. Professors indicated that videotapes were needed for all levels of instruction. Seven ratings of 4 or higher were given.

The need for textbooks, dictionaries, and audiotapes received three ratings of 4 or higher, which made these instructional materials the second most frequently-cited after videotapes. This finding is concurrent with findings for Q12, where the need for videotapes was the highest rated item for all levels of instruction, followed closely by dictionaries and audiotapes.

Robert Botne, the reviewer, said that he personally thought that "an excellent two-way bilingual dictionary developed for American students is the highest priority" and noted that although "videos stand out in the report as the greatest expressed need, videos represent the current fashionable trend in foreign language materials. They can be useful, and they do entertain students, but I think there are more pressing needs."

The need for computer courseware for all levels received a rating of 4. Furthermore, one professor indicated that there was a high need (5) for computer courseware at the intermediate level.

Reading texts were mentioned twice, and received one rating of 4 and one of 3. Finally, one rating of 3 was given to two instructional materials: a student reference grammar and films geared toward the beginning level.

Swahili: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Nine program/center directors reported offering Swahili language instruction at their institutions. Swahili was mentioned by four of those directors as a most important language in terms of materials development needs, the highest in the Sub-Saharan Africa world area. Hausa and Yoruba were each mentioned three times by directors, and Zulu and the Mande languages were cited twice.

Commenting on the materials needed for the Swahili language, three directors placed a high priority on the development of dictionaries. Other materials listed include: textbooks for all levels of instruction, an intermediate level reference grammar, and audiovisual materials.

Swahili: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

The following is a list of individuals who are currently working on textbooks, computer programs and audiovisual materials:

- Rashid Zulu of the University of Kansas is developing a grammar table, computer program and audiotapes.
- Magdalena Hauner from the University of Wisconsin at Madison is working on an intermediate textbook, a newspaper reader and slide tapes.
- Dr. L. Moshi from the University of Georgia at Athens is developing videotape materials.
- Huao A. Kamya from Boston University is working on short stories.
- Abdu Nanji from Cornell University is developing "audio and video materials related to conversations."

The reviewer, Robert Botne at Indiana University, also reported a textbook that is frequently used (level unspecified):

- *Twende!: A Practical Swahili Course* by Joan Maw (Oxford and New York, Oxford University Press: 1985).

He also identified the following text as useful for "those interested in knowing what materials have been published in the past 50 years for various African languages:

- *A Resource Handbook for African Languages* compiled by David Dwyer (East Lansing, African Studies Center, Michigan State University: 1987).

World Area: Sub-Saharan Africa
Language: Temne

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

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Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

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NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

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Akan (6)
Amharic (3)
Chichewa (2)
Ewe (2)
Fulfulde (4)
Hausa (14)
Igbo (4)
Kpelle (3)
Krio (3)
Luganda (3)
Mande languages (7)
Mende (3)
Oromo (4)
Setswana (2)
Swahili (18)
Temne (5)
West African Pidgin English (3)
Wolof (2)
Yoruba (7)
Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Temne: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)

- Describe which materials are in greatest need of development for each language and level. (Q12)

- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Five LCRs from two institutions were completed for the Temne language. Temne was represented with the fifth highest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and Hausa with the second highest number (14).

Temne: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed two LCRs for beginning-level Temne.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." One professor reported using a textbook entitled *Temne Short Basic Course* by William L. Coleman and Panda Kamara (Bloomington, Indiana University: 1967). The professor rated the textbook less useful. The second professor reported that no textbook is used in the course.

Audiotapes

Question 8 asked professors to list audiotapes currently used. No commercial tapes were reported to be in use in Temne instruction. One professor reported that students prepare their own tapes in class.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. One professor reported using personal photographs and drawings only. The second professor reported that the institution's Temne course "draws from a number of generic materials" including slides, photographs and videotapes collected by the faculty at the institution. The professor did not indicated whether any of these materials were commercially available. No titles were given.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One professor indicated that *Electronic Flashcard* by David Dwyer, an IBM compatible vocabulary program, is used in Temne instruction. The material was rated useful.

Intermediate Level

Professors completed two LCRs for intermediate-level Temne.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." One professor reported using a textbook by Albert H. Berrian entitled *Temne Notebook with Tapes* (Hampton, Hampton Institute: 1966). The textbook was rated less useful. The second professor reported using no commercial textbook.

Audiotapes

Question 8 asked professors to list audiotapes currently used. As at the beginning level, one professor reported that students prepare their own tapes in class.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. One professor reported using personal photographs and drawings only. The second professor reported that the institution's Temne course "draws from a number of generic materials" including slides, photographs and videotapes collected by the faculty at the institution. The professor did not indicated whether any of these materials were commercially available. No titles were given.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One professor indicated that *Electronic Flashcard* by David Dwyer, an IBM compatible vocabulary program, is used in Temne instruction. The material was rated useful.

Advanced Level

One professor completed one LCR for advanced-level Temne.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The textbook entitled *Temne Language Manual* edited by V. Musa (Washington, Peace Corp: 1987). This textbook was rated less useful by the professor.

Audiotapes

Question 8 asked professors to list audiotapes currently used. As at the beginning level, one professor reported that students prepare their own tapes in class.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. The professor for advanced level Temne reported that the institution's Temne course "draws from a number of generic materials" including slides, photographs and videotapes collected by the faculty at the institution. The professor did not indicated whether any of these materials were commercially available. No titles were given.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. One professor indicated that *Electronic Flashcard* by David Dwyer, an IBM compatible vocabulary program, is used in Temne instruction. The material was rated useful.

Temne: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

The material needs for all three levels of Temne language instruction will be reported on together in the following section.

Beginning-level textbooks and dictionaries were reported by two professors to be in the greatest need of development for the Temne language. Each material was rated twice at 5.

One professor stated the need for beginner textbooks which focus on the student. The other professors suggested new textbooks include simple grammar, texts, and drills.

Commenting on the desired orientation of the dictionary, professors disagreed on the type of material. One professor called for a bi-directional dictionary while the other stated the need for Temne-English dictionary of 6000-7000 words. Both reported the need among intermediate- and advanced-level Temne students.

Four materials were rated once at 5. They were: student reference grammars, reading texts, audiotapes, and videotapes. Annotated readers, audiotapes to accompany the beginner textbook, and cultural videotapes of ceremonies, stories, and songs were desired by the two professors.

Summary of All-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	2	0	0	0	0
Intermediate textbooks	0	0	1	0	0
Advanced textbooks	0	0	0	1	0
Student reference grammar	1	0	1	0	0
Reading texts	1	0	0	0	0
Dictionaries	2	0	0	0	0
Business language material	0	0	0	0	1
Audiotapes	1	0	0	0	1
Videotapes	1	0	0	1	0
Computer courseware	0	0	0	1	0
Other					

Temne: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Temne. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Two professors identified and rated the overall needs for the Temne language. Two materials were reported as high needs by both professors. The first was a dictionary for all levels of use and the second was a beginning-level textbook. Both materials were rated at 5.

Also listed by professors were a beginning/intermediate reference grammar and a intermediate-advanced annotated reader. Both materials were rated at 5.

Temne: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

One program/center director reported offering Temne language instruction. Temne was not mentioned by any program/center director as a most important language in terms of materials development needs. In the Sub-Saharan Africa world area, Swahili received the highest number of ratings (4) as most important language, Hausa and Yoruba received the second highest number of ratings (3), and Zulu and the Mande languages received the third highest (2).

Temne: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

No additional information was provided for the Temne language.

World Area: Sub-Saharan Africa
Language: West African Pidgin English

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Sub-Saharan Africa World Area

NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Acholi (3)
Akan (6)
Amharic (3)
Chichewa (2)
Ewe (2)
Fulfulde (4)
Hausa (14)
Igbo (4)
Kpelle (3)
Krio (3)
Luganda (3)
Mande languages (7)
Mende (3)
Oromo (4)
Setswana (2)
Swahili (18)
Temne (5)
West African Pidgin English (3)
Wolof (2)
Yoruba (7)
Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

West African Pidgin English: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided if the student reference grammar, which received a rating of 3, all other items on the list were rated at 2 on Appendix B.

Three LCRs from one institution were completed for West African Pidgin English. West African Pidgin English was represented with the second lowest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and Hausa with the second highest number (14).

West African Pidgin English: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning, Intermediate and Advanced Levels

Professors completed three LCRs for all three levels of West African Pidgin English instruction.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of textbooks cited in the LCRs:

- *Introduction to West African Pidgin English* by David Dwyer (East Lansing, African Studies Center: 1967).
- *First Steps in Wes Kos* by Gilbert D. Schneider (Hartford, Hartford Seminary Foundation: 1963).
- *Second Steps in Wes Kos* by Gilbert D. Schneider (Athens, Ohio University Peace Corps Program: 1964).

All three texts were rated useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. Locally-prepared audiotapes were used at all levels. These tapes are not available for other programs.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. In responding to this, the professor stated: "This course draws upon a number of generic materials: slides, photographs and videos collected by the faculty of the African language program."

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. The professor listed a program called *Electronic Flashcard* by David Dwyer which is IBM/compatible and was described as vocabulary/flash card in structure.

West African Pidgin English: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate, and Advanced Levels

The material needs for all three levels of West African Pidgin English instruction will be reported on together in the following section.

Beginning-level textbooks, reading texts, and dictionaries were reported by one professor to be in the greatest need of development for West African Pidgin English. Each material was rated at 4. No comments were made as to the desired orientation of these instructional materials. They were the only materials to receive a rating greater than 3.

Summary of All-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	0	1	0	0	0
Intermediate textbooks	0	0	0	1	0
Advanced textbooks	0	0	0	1	0
Student reference grammar	0	0	1	0	0
Reading texts	0	1	0	0	0
Dictionaries	0	1	0	0	0
Business language material	0	0	0	0	1
Audiotapes	0	0	0	0	1
Videotapes	0	0	0	1	0
Computer courseware	0	0	0	1	0
Other					

West African Pidgin English: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching West African Pidgin English. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One professor identified and rated the overall needs for West African Pidgin English. Listed by the professor were a beginning-level textbook, an intermediate/advanced annotated reader, and a bi-directional dictionary. All three materials were rated at 4.

West African Pidgin English: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

West African Pidgin English language instruction was not reported to be offered by any program/center directors. West African Pidgin English was also not mentioned as a most important language in terms of materials development needs. In the Sub-Saharan Africa world area, Swahili received the highest number of ratings (4) as most important language, Hausa and Yoruba received the second highest number of ratings (3), and Zulu and the Mande languages received the third highest number (2).

West African Pidgin English: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

No additional information was provided for West African Pidgin English.

World Area: Sub-Saharan Africa
Language: Wolof

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Sub-Saharan Africa World Area

NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

- Acholi (3)
- Akan (6)
- Amharic (3)
- Chichewa (2)
- Ewe (2)
- Fulfulde (4)
- Hausa (14)
- Igbo (4)
- Kpelle (3)
- Krio (3)
- Luganda (3)
- Mande languages (7)
- Mende (3)
- Oromo (4)
- Setswana (2)
- Swahili (18)
- Temne (5)
- West African Pidgin English (3)
- Wolof (2)
- Yoruba (7)
- Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Wolof: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Two LCRs from two institutions were completed for the Wolof language. Wolof was represented with the lowest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and Hausa with the second highest number (14).

Wolof: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed two LCRs for beginning-level Wolof.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of beginning-level textbooks:

- *Practical Course in Wolof* by Pape Amadou Gaye (Washington, Peace Corps: 1980). This textbook was rated very useful.
- *Wolof: An Audio-Aural Approach* by Pape Amadou Gaye (Washington, Peace Corps: no date given). This textbook was rated less useful.

Also listed by both professors was a dictionary entitled *Ay Baati Wolof: A Wolof Dictionary* by Pamela Munro and Dieynaba Gaye (Los Angeles, UCLA Department of Linguistics: 1991). It was rated very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. One professor reported using locally-prepared audiotapes developed to accompany the written textbook *Wolof: An Audio-Aural Approach*. No other audiotapes were reported to be in use.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. One professor reported that other audiovisual materials such as slides and videotapes were "occasionally used" for the beginning-level instruction. The second professor did not indicate using audiovisual materials.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. The same professor reporting the use of supplemental audiovisual instructional materials also reported using computer technology in beginning-level Wolof instruction. A Macintosh grammar and vocabulary program was developed by Russell G. Schuh of UCLA and is entitled *Hypercard Materials for Wolof*. The program was rated useful.

Intermediate Level

One LCR was completed for intermediate-level Wolof.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The textbook entitled *Practical Course in Wolof*, reported to be used at the beginning level was also being used at the intermediate level.

Audiotapes, Videotapes and Computer Courseware

Questions 8-11 asked professors to list audiotapes, other audiovisual materials, and technology currently used. No professor reported the use of these materials at this level of instruction.

Wolof: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning, Intermediate and Advanced Levels

The material needs for all three levels of Wolof instruction will be reported on together.

Intermediate-level textbooks were reported by two professors to be in the greatest need of development for the Wolof language. The need was rated twice at 5. Professors called for textbooks which are communicatively oriented and include extensive cultural materials.

Four materials were rated once at 5 by professors. They were: beginning-level textbooks, student reference grammars, reading texts, and audiotapes. A communicative textbook and audiotapes which include interactive dialogues were desired by professors. No comments were made as to the desired orientation of the reading texts and student reference grammars.

Summary of All-Levels Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	1	0	1	0	0
Intermediate textbooks	2	0	0	0	0
Advanced textbooks	0	0	0	1	0
Student reference grammar	1	1	0	0	0
Reading texts	1	0	0	0	0
Dictionaries	0	0	0	0	1
Business language material	0	0	0	0	1
Audiotapes	1	0	1	0	0
Videotapes	0	0	1	0	0
Computer courseware	0	1	0	0	0
Other					

Wolof: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Wolof. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

One professor identified and rated the overall needs for the Wolof language. Listed by the professor were beginning- and intermediate-level textbooks and a reader for the beginning level. All three materials were rated at 5.

Wolof: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

One program/center director reported offering Wolof language instruction. Wolof was mentioned by the same director as a most important language in terms of materials development needs. In the Sub-Saharan Africa world area, Swahili received the highest number of ratings (4) as a most important language, Hausa and Yoruba received the second highest number of ratings (3), and Zulu and the Mande languages each received two ratings.

Commenting on the materials needed for the Wolof language, the director reported the high need (5) of intermediate textbooks and student reference grammars.

Wolof: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

The University of Kansas, African and African-American Studies, is developing texts (narratives) with accompanying audiotapes for the Wolof language.

UCLA is developing readings and activities which may be used in other programs although they do not constitute a "stand-alone course."

The following address was also listed:

Gary Engleberg
Africa Consultants Inc.
B.P. 5270
Dakar-Fann SENEGAL
Tel: 25-36-37

World Area: Sub-Saharan Africa
Language: Yoruba

Introduction

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- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Sub-Saharan Africa World Area

NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Acholi (3)
Akan (6)
Amharic (3)
Chichewa (2)
Ewe (2)
Fulfulde (4)
Hausa (14)
Igbo (4)
Kpelle (3)
Krio (3)
Luganda (3)
Mande languages (7)
Mende (3)
Oromo (4)
Setswana (2)
Swahili (18)
Temne (5)
West African Pidgin English (3)
Wolof (2)
Yoruba (7)
Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Yoruba: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Seven LCRs from three institutions were completed for the Yoruba language. Yoruba and the Mande languages were represented with the third highest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and Hausa with the second highest number (14).

Yoruba: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed three LCRs for beginning-level Yoruba.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." All three professors reported using the textbook:

- *Yoruba Dun Un So: A Beginners' Course in Yoruba* by Karin Barber (New Haven, Connecticut, Yale University Press: 1985). Two professors rated it less useful; the third rated it very useful.

One professor reported using two additional unpublished textbooks:

- One is an untitled text by Baruch Elimelech available through the University of California, Los Angeles. The text was rated very useful.
- *Jẹ̀ Ki A So Yoruba* (Let's Speak Yoruba) by Antonia Yetunde Folarin-Schleicher. This textbook was rated useful and is supplied by the author for trial (the professor did not indicate how to contact the author).

The reviewers, Alamin Mazrui and Lupenga Mphande, reported that the following textbook was not particularly useful:

- *Yoruba: Basic Course* by Earl W. Stevick and Arenu Olaley (Washington, Foreign Service Institute: 1963).

Audiotapes

Question 8 asked professors to list audiotapes currently used. Two professors reported using locally-prepared audiotapes. One set of tapes are being developed to accompany handouts for the *Yoruba Dun Un So: A Beginners' Course in Yoruba*. A second set of tapes, which are available through Cornell University, Department of Modern Languages and Linguistics, are audio recordings of a native Yoruba speaker. The professor did not provide information regarding the content of the tapes.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Only one professor reported using these materials. The professor reported that the course "draws from a number of generic materials: slides, photographs, videos, primers collected by the faculty of the African language program" of Michigan State University.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. Only one professor reported using computer technology in beginning-level Yoruba instruction. This professor used *Electronic Flashcard*, an IBM-compatible vocabulary program that is written and published by David Dwyer of Michigan State University. It was rated useful.

Intermediate Level

Professors completed three LCRs for intermediate-level Yoruba.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." Textbooks which received rating of useful or very useful are cited below.

- *Yoruba: Intermediate texts* by H.D. McClure and J.O. Oyewale (Washington, Foreign Service Institute: 1967). Rated useful.
- *The Essentials of the Yoruba Language* by P.O. Ogunbowale (London and New York, Oxford University Press: 1970). Rated useful.
- An unpublished intermediate textbook (no title given) by Karin Barber. Rated useful.

The reviewers, Alamin Mazrui and Lupenga Mphande, reported that the following textbook was not particularly useful:

- *Conversation in Yoruba and English* by Chief Issac O. Delano (New York, Praeger: 1963).

Audiotapes

Question 8 asked professors to list audiotapes currently used. No audiotapes were reported used for intermediate-level Yoruba instruction.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. Only one professor reported using other audiovisual materials in intermediate-level Yoruba instruction. This professor indicated that slides, photographs, videos, and primers collected by faculty of the African language program at Michigan State University are used in the intermediate-level courses.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. As at the beginning level, only one professor reported using computer technology in intermediate-level Yoruba instruction. The professor reported using *Electronic Flashcard*, an IBM-compatible vocabulary program that is written and published by David Dwyer of Michigan State University. The program was rated as useful.

Advanced Level

Only one professor completed a LCR for advanced-level Yoruba.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor teaching advanced-level Yoruba reported using a textbook entitled *Peace Corps Yoruba Course* by A. Oladele Awobuluyi (New York, Columbia University Press: 1965). The textbook was rated less useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. No audiotapes were reported used in advanced-level Yoruba.

Videotapes

Question 9 asked professors to list other audiovisual materials currently used. The professor reported using materials that have been collected by faculty of the African language program at Michigan State University. For details, see the Videotapes section for beginning- or intermediate-level Yoruba.

Computer Courseware

Questions 10 and 11 asked professors to list technology currently used. The computer program, *Electronic Flashcard*, cited in the Computer Courseware sections for beginning- and intermediate-level sections, is also used for advanced level Yoruba instruction.

Yoruba: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials

rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

The professors at the beginning level rated the need for beginning-level textbooks and supplementary audiovisual materials the highest. The need for these materials each received two ratings of 5. Professors indicated a desire for materials which are competency-based, learner-centered, and which incorporate culture.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	2	0	0	0	0
Student reference grammar	0	0	1	0	0
Reading texts	1	0	0	0	0
Dictionaries	0	0	0	1	0
Business language material	0	0	0	1	0
Audiotapes	1	0	0	0	1
Videotapes	1	0	0	1	0
Computer courseware	0	0	0	1	0
Other					

Intermediate Level

Professors of intermediate-level Yoruba indicated a high need for development of intermediate-level textbooks and reading texts. Professors report a desire for annotated readers which include authentic texts. Professors desired textbooks which are communicatively oriented.

The need for development of supplemental audiovisual material also received high ratings. Professors indicated a desire for materials which are practical and culturally informative. One professor reported a desire for audiotape materials which included drill and non-drill exercises.

The need for development of Yoruba student reference grammars was rated high by one professor. The professor indicated a desire for material which is concise.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	2	0	1	0	0
Student reference grammar	1	0	1	0	0
Reading texts	2	0	1	0	0
Dictionaries	0	0	0	1	0
Business language material	0	0	0	0	1
Audiotapes	2	0	0	0	1
Videotapes	2	0	0	1	0
Computer courseware	0	0	0	1	0
Other					

Advanced Level

The professor responding for advanced-level Yoruba indicated a high need for development of advanced reading texts. This professor reported a desire for annotated readers.

Summary of Advanced-Level Material Needs

Materials	5-H	4	3	2	1-L
Advanced textbooks	0	0	0	1	0
Student reference grammar	0	0	1	0	0
Reading texts	1	0	0	0	0
Dictionaries	0	0	0	1	0
Business language material	0	0	0	0	1
Audiotapes	0	0	0	0	1
Videotapes	0	0	0	1	0
Computer courseware	0	0	0	1	0
Other					

Yoruba: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Yoruba. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Three professors identified and rated the overall needs for the Yoruba language. Yoruba professors indicated an overall need for development of textbooks, reading texts, and supplemental audiovisual materials.

The need for development of Yoruba textbooks was rated as high for all levels of Yoruba instruction, receiving two ratings of 5 at the both beginning and intermediate levels, one rating of 5 at the advanced level.

Reading text development needs received high ratings for the intermediate and advanced levels. Intermediate-level need was rated by two professors as 5. Advanced-level need was rated once as 5.

The need for development of audiotape material was reported high for both the beginning and intermediate levels. The beginning level received one rating of 5. The intermediate level received two ratings of 5.

Videotape materials development need was rated high (5) by one professor.

Yoruba: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Five program/center directors reported offering Yoruba language instruction at their institutions. Yoruba was mentioned by three directors as a most important language in terms of materials development needs. In Sub-Saharan Africa world area, Swahili received the highest number of ratings as a most important language (4). Hausa, like Yoruba, was mentioned by three directors, and both Zulu and the Mande languages were each listed twice as most important languages in terms of development.

Commenting on the materials needed for the Yoruba language, two directors placed in a high priority the development of beginning-level Yoruba textbooks. A third professor rated the need for textbooks at all levels to be a 5.

Yoruba: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

The following is a list of those individuals who are currently developing instructional materials:

- Vicki Carstens of Cornell University is working on grammatical reference materials with related homework exercises.
- Antonia Yetunde and Folarin Schleicher of the University of Wisconsin at Madison are also developing instructional materials.

In addition, the reviewers Alamin Mazrui and Lupenga Mphande of Ohio State University, made the following comments:

> The problem of instructional materials for LCTLS can probably be divided into four categories:
>
> 1. Languages with no available materials at all, except, perhaps, dated grammar texts. These languages definitely presume a high need for materials development.

2. Languages with materials intended for foreign learners in the native environment of the language. Useful as some of these materials may be however, they are often highly inadequate to meet the needs of the American student in the America University classroom and campus at the beginning and intermediate levels. These languages too have a high need for instructional materials.

3. Languages with materials intended for foreign learners in a foreign environment. The best supplied in this respect is perhaps Kiswahili. However, the available beginning and intermediate texts in particular happen to be dated in terms of pedagogic approach and curriculum design. As a result, the need for new instructional materials is also high in this case.

4. Languages with both (2) and (3) , with the same limitations noted above.

Considering the above, then, we are in agreement with the program/center directors who "commented that ALL African languages should be considered most important languages" in terms of needing materials.

World Area: Sub-Saharan Africa
Language: Zulu

Introduction

The Survey of Materials Development Needs in the Less Commonly Taught Languages (LCTLs) was carried out by the National Foreign Language Resource Center (NFLRC) in Spring 1992 for the Center for International Education of the U.S. Department of Education. The survey was conducted in order to provide a resource to be used in determining funding priorities for the development of instructional materials in the less commonly taught languages for the 1990s, and as a guide for the applicant community. Survey questionnaires were of two types:

- Language Course Reports (LCRs) to be completed by professors teaching courses at various institutions, including National Resource Centers (NRCs).
- Program Director Questionnaires (PDQs) to be completed by program/center directors.

How the Survey Was Organized and Analyzed

The responses to the survey questionnaires were divided by world area and further subdivided by individual language and level. The world areas consist of the following eight regions:

East Asia
Eastern Europe and Former Soviet Union (FSU)
Latin America and Caribbean
Middle East and North Africa
Northern Europe and Catalonia
South Asia
Southeast Asia and Pacific Islands
Sub-Saharan Africa

See Appendix A for a list of languages by world areas.

The research team categorized and analyzed the responses to the survey using the Paradox 3.5 database. For a full explanation of the survey's purpose, as well as the procedure and methodology used, see the chapters in Part I. After the surveys were tabulated and analyzed, draft reports were sent to reviewers for comments. A list of the reviewers is provided in Appendix D.

Sub-Saharan Africa World Area

NFLRC received 102 LCRs and 9 PDQs for the Sub-Saharan Africa world area. The languages included in this study for this world area are listed below. The number of LCRs completed for each language are indicated in parentheses:

Acholi (3)
Akan (6)
Amharic (3)
Chichewa (2)
Ewe (2)
Fulfulde (4)
Hausa (14)
Igbo (4)
Kpelle (3)
Krio (3)
Luganda (3)
Mande languages (7)
Mende (3)
Oromo (4)
Setswana (2)
Swahili (18)
Temne (5)
West African Pidgin English (3)
Wolof (2)
Yoruba (7)
Zulu (4)

See Appendix D for a list of institutions by language participating in the survey.

Zulu: Results from the LCRs

The LCR was the first type of survey instrument used in this survey. Each professor provided level- and course-specific information. They were asked to:

- Rate the currently used instructional materials as "less useful," "useful," or "very useful." (Questions 7-11 or Q7-11)
- Describe which materials are in greatest need of development for each language and level. (Q12)
- Judge which materials are in greatest need of development for the language in general. (Q13).

A copy of the LCR is provided in Appendix B.

Four LCRs from three institutions were completed for the Zulu language. Zulu was represented with the third lowest number of LCRs in the Sub-Saharan Africa world area; Swahili was represented with the highest number of LCRs (18) and Hausa with the second highest number (14).

Zulu: Materials Currently in Use

Questions 7-11 asked professors to report on the materials they were using in the courses they taught. The following sections summarize the material according to the level at which they were used.

Beginning Level

Professors completed three LCRs for beginning-level Zulu.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The following is a list of beginning-level textbooks:

- *Learn Zulu* by Cyril L.S. Nyembezi (Pietermaritzburg, South Africa, Shuter & Shooter: 1973). This textbook was rated less useful.
- *Zulu: A Comprehensive Course in the Zulu Language* by Anthony T. Cope (Durban, University of Natal: 1982). This textbook was rated useful.

A third textbook that is currently unpublished but can be obtained through Ohio State University Department of Black Studies. It was rated very useful.

The reviewers, Alamin Mazrui and Lupenga Mphande, reported that the following textbook was not particularly useful:

- *Say it in Zulu (Part 1 and 2)* by D.K. Rycroft and A.B. Nycobo (originally published in 1981 by the University of London, reproduced the Language and Reading Laboratories at the University of Natal, P.O. Box 375, Piertermaritzburg 3200 South Africa).

Audiotapes

Question 8 asked professors to list audiotapes currently used. One professor reported that Ohio State University is developing audiotape materials to supplement the text material cited above. These audiotapes can be made available to other Zulu language programs through Ohio State University.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. No professor reported the use of these materials at the beginning level.

Intermediate Level

One LCR was completed for intermediate-level Zulu.

Textbooks

Question 7 asked professors to identify the three main textbooks used in the course, and to rate the overall effectiveness of each textbook as "less useful," "useful," or "very useful." The professor reported using the same two textbooks listed previously: *Learn Zulu* and the unpublished textbook developed by Ohio State University. This professor rated both books very useful.

Audiotapes

Question 8 asked professors to list audiotapes currently used. The professor reported using audiotapes being developed at Ohio State University to accompany the above cited written materials. These audiotapes can be made available through the university's Department of Black Studies.

Videotapes and Computer Courseware

Questions 9-11 asked professors to list other audiovisual materials and technology currently used. No professor reported the use of these materials at the intermediate level.

Zulu: Materials Needed By Course Level

Professors were asked to assess the need for instructional materials for the level of course they taught from a list of eight types:

- beginner, intermediate, or advanced textbooks
- student reference grammars
- reading texts
- dictionaries
- business language materials
- audiotapes
- videotapes
- computer courseware

Professors also had the opportunity to list any other types of materials needed.

Question 12 asked professors to rate material needed by course level, using a scale of 1 (low) to 5 (high). For each type of material assessed at a high degree of need, professors were requested to describe the desired orientation, if any, of the materials needed (e.g., more communicative, more grammar included, etc.). The level-by-level data analysis that follows concentrates on the materials rated as most highly needed. A complete tabulation of the ratings is provided in a table at the end of each level analysis. The numbers shown in each cell represent the number of professors who gave that rating.

Beginning Level

Professors reported the need for development of audiotape and videotape materials to be the greatest need at the beginning level. Professors indicated a desire for audiotapes which include drills and independent practice. They report a desire for videotape materials which present authentic, communicative dialogues and culture.

The need for development of beginning-level textbooks was also rated high. Professors indicate a desire for materials which are communicatively oriented. One professor also reported a desire for texts which have clear grammar presentation and ample exercises.

Summary of Beginning-Level Material Needs

Materials	5-H	4	3	2	1-L
Beginning textbooks	2	0	0	0	0
Student reference grammar	0	0	0	0	0
Reading texts	0	1	0	0	0
Dictionaries	0	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	3	0	0	0	0
Videotapes	3	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Intermediate Level

The professor reporting on needs for the intermediate level indicated a high need for development of textbooks, reading texts and audiovisual materials. The professor reports a desire for competency based textbooks, and reading texts designed for an American student audience. This professor also indicated a desire for audiotapes with "a wider range of drill types and exercises", and for videotapes which present culture.

Summary of Intermediate-Level Material Needs

Materials	5-H	4	3	2	1-L
Intermediate textbooks	1	0	0	0	0
Student reference grammar	0	0	0	0	0
Reading texts	1	0	0	0	0
Dictionaries	0	0	0	0	0
Business language material	0	0	0	0	0
Audiotapes	1	0	0	0	0
Videotapes	1	0	0	0	0
Computer courseware	0	0	0	0	0
Other					

Zulu: Overall Needs

Question 13 asked professors to identify the three types of materials most needed overall for teaching Zulu. Professors could choose to comment on materials needed at a level other than the one they were currently teaching. In addition to identifying the type and level of materials needed, professors were asked to rate the degree of current need, using a rating of 1 (low) to 5 (high).

Three professors identified and rated the overall needs for the Zulu language. In all, four types of materials were listed by professors, each rated at 5. Listed most often were readers for the beginning and intermediate levels. Mentioned three times were audiotapes for the beginning and intermediate levels. A beginning-level textbook was listed twice as were videotaped materials.

Zulu: Results from the PDQs

The PDQ was the second type of survey instrument used for this study. Each program or center director was asked to list:

- LCTL course offerings for the previous and/or current year.
- the three languages which they deemed to be in greatest need of materials development for that world area, in terms of the type of material, the level for which materials are needed, and the degree of current need (using a scale from 1 (low) to 5 (high)).

A copy of the PDQ is provided in Appendix B.

Five program/center directors reported offering Zulu language instruction at their institutions. Zulu was mentioned by two directors as a most important language in terms of materials development needs. In the Sub-Saharan Africa world area, Swahili received the highest number of ratings (4) as a most important language, Hausa and Yoruba were each mentioned three times, and the Mande languages, like Zulu, were mentioned twice.

Commenting on the needs for the Zulu language, directors placed in high priority the development of textbooks for all levels of instruction.

Zulu: Additional Information

Question 14 asked professors to describe instructional materials that are currently being developed. The following section lists these materials. In addition, it lists the names and addresses of institutions and organizations which either supply instructional materials or can provide information about the language in general.

The reviewers, Lupenga Mphande and Alamin Mazrui of Ohio State University, reported that they are currently developing a textbook (level unspecified) where "each lesson is a self-contained unit with a conversation text, drills and exercises."

In addition, they made the following comments:

> The problem of instructional materials for LCTLS can probably be divided into four categories:
>
> 1. Languages with no available materials at all, except, perhaps, dated grammar texts. These languages definitely presume a high need for materials development.
> 2. Languages with materials intended for foreign learners in the native environment of the language. Useful as some of these materials may be however, they are often highly inadequate to meet the needs of the American student in the America University classroom and campus at the beginning and intermediate levels. These languages too have a high need for instructional materials.

3. Languages with materials intended for foreign learners in a foreign environment. The best supplied in this respect is perhaps Kiswahili. However, the available beginning and intermediate texts in particular happen to be dated in terms of pedagogic approach and curriculum design. As a result, the need for new instructional materials is also high in this case.

4. Languages with both (2) and (3) , with the same limitations noted above.

Considering the above, then, we are in agreement with the program/center directors who "commented that ALL African languages should be considered most important languages" in terms of needing materials.

Appendix A

Languages by World Area

(Numbers in parentheses denote number of LCRs received)

East Asia
Chinese (54)
Japanese (56)
Korean (15)
Manchu (4)
Mongolian (8)
Tibetan (8)

Eastern Europe and Former Soviet Union
Albanian (2)
Armenian (8)
Azeri (1)
Bulgarian (6)
Czech (22)
Estonian (3)
Finnish (6)
Georgian (4)
Greek (9)
Hungarian (6)
Kazak (1)
Kirgiz (1)
Macedonian (4)
Polish (23)
Romanian (4)
Serbo-Croatian (17)
Slovak (5)
Slovene (6)
Tatar (1)
Turkmen (2)
Ukrainian (9)
Uygur (3)
Uzbek (4)

Latin America and Caribbean
Haitian Creole (7)
Portuguese (26)
Quechua (8)

Middle East and North Africa
Arabic (42)
Hebrew (20)
Persian (15)
Syriac (2)
Turkish (16)

Northern Europe and Catalonia
Catalan (4)
Danish (10)
Dutch (15)
Irish (4)
Swedish (5)

South Asia
Bengali (5)
Gujarati (3)
Hindi/Urdu (28)
Marathi (4)
Nepali (9)
Pashto (4)
Punjabi (5)
Sinhala (4)
Tamil (7)

Southeast Asia
Burmese (5)
Ilokano (1)
Indonesian (15)
Khmer (2)
Lao (2)
Tagalog (10)
Thai (17)
Vietnamese (6)

Sub-Saharan Africa
Acholi (3)
Akan (6)
Amharic (3)
Chichewa (2)
Ewe (2)
Fulfulde (4)
Hausa (14)
Igbo (4)
Kpelle (3)
Krio (3)
Luganda (3)
Mande languages (7)
Mende (3)
Oromo (4)
Setswana (2)
Swahili (18)
Temne (5)
West African Pidgin English (3)
Wolof (2)
Yoruba (7)
Zulu (4)

Survey of Materials Development Needs in The Less Commonly Taught Languages

LANGUAGE COURSE REPORT

Instructions: Please complete a separate Course Report form for **each language course** in a less commonly taught language (LCTL) that you teach. For the purposes of this survey, LCTLs are all languages other than English, French, German, Italian, Spanish, and Russian.

1. YOUR NAME (please print) ________________________________

2. INSTITUTION & DEPT. ________________________________

3. LANGUAGE________________________________

4. TITLE OF COURSE________________________________

THANK YOU VERY MUCH FOR YOUR ASSISTANCE!

National Foreign Language Resource Center
Georgetown University / Center for Applied Linguistics
Washington, D.C.

5. TYPE OF COURSE. Please check one (or more if applicable, e.g., "Intermediate and Specific Purpose") of the following and supply additional information if needed.

( )	Beginning	for students with no prior study or exposure to the language
( )	Intermediate	for students who have acquired the rudiments of the language via the beginning course or equivalent other study/exposure
( )	Advanced	"beyond intermediate" course aimed at increasing student skill in listening, speaking, reading, or writing the language
( )	Specific Purpose	intended to teach the language for a specific academic, business, or personal application (e.g., "language for medical workers," "language for travel abroad," "language for business"). Please give a brief description of this course. ____ ____
( )	Other	course that does not fit adequately into any of the preceding categories. Please give a brief description of this course. ____ ____ ____

6. COURSE ACTIVITIES. Please give the **percentage of time** devoted to each of the following course activities. If none, write "0."

_____% Group classroom contact with instructor

_____% Group classroom contact with drill instructor

_____% Formally scheduled one-on-one instruction

_____% Other formally-scheduled learning activities.
Please describe these below.

____

____

____

____

7. TEXTBOOKS. Please check the appropriate response.

☐ No textbooks are used in this course.

☐ Textbooks are used in the course. Please identify up to three main textbooks, supplying title, author, publisher and year. If unpublished, please also indicate how these materials can be obtained.

Also, please rate the overall usefulness of the materials by checking one of the options.

1. ____

____

☐ Less useful ☐ Useful ☐ Very useful

2. ____

____

☐ Less useful ☐ Useful ☐ Very useful

3. ____

____

☐ Less useful ☐ Useful ☐ Very useful

8. AUDIOTAPES. Of the following, please check all that apply.

☐ Audiotapes provided by the textbook publisher and designed to closely coordinate with the printed textbook are used in the course. Please identify title, publisher, and from where they are available, etc. below.

____

____

☐ Audiotapes provided by a commercial publisher but not specifically coordinated with the textbook materials are used in the course. Please identify title, publisher, etc. below.

____

____

☐ Locally-prepared audiotapes are used. Please describe briefly below.

____

____

Will you make these locally-prepared audiotapes available to other LCTL programs?
☐ Yes ☐ No

9. OTHER AUDIOVISUAL MATERIALS. Please identify below any *major* audiovisual materials or aids other than audiotapes that are used in the course on a regular basis, including **videotapes, movies, slides/filmstrips**, or other A-V materials. For each, please supply publication information and a brief description of their use in the course.

1. ____

2. ____

3. ____

10. TECHNOLOGY USE. Does students' work utilize technology (e.g., computer, videodisc) in connection with their study for this course?

( ) Yes ( ) No *(If "No," please go to Question Twelve.)*

11. COURSEWARE. Please give the title, version (e.g., "Windows 3.0"), publisher, author or programmer (if not published), the type of program, and the type of software. (If more than one software program is used, please photocopy this page, fill in the information, and staple to this questionnaire.)

PROGRAM

Title and Version ____________________________

Publisher ____________________________

Author/Programmer ____________________________

Type of Program (circle one from selection below):

a) Drill and Practice
b) Word Processing Systems
c) Tutorials
d) Vocabulary/Flash Cards
e) Simulations
f) Games
g) Problem Solving
h) Authoring Systems
i) Testing/Evaluating
j) Tools/Utilities
k) Other (please list) ______________

Type of Software

( ) IBM/compatible ( ) Apple II series ( ) Macintosh

( ) Commodore ( ) Other (please specify) __________________

Comments on this program: ____________________________

Please rate the **overall usefulness** of this program in the specific context of your own course. Do this by checking one of the options.

( ) Less useful ( ) Useful ( ) Very useful

12. NEEDED INSTRUCTIONAL MATERIALS. Please indicate on a scale of 1 (low) to 5 (high) **the degree of current need for suitable and effective instructional materials for this course.**

Degree of Current Need Low...........................High					**Type of Material**
1	2	3	4	5	Basic textbook
1	2	3	4	5	Intermediate textbook
1	2	3	4	5	Advanced textbook
1	2	3	4	5	Student reference grammar
1	2	3	4	5	Reading texts
1	2	3	4	5	Dictionaries
1	2	3	4	5	Business language materials
1	2	3	4	5	Computer courseware
1	2	3	4	5	Videotapes
1	2	3	4	5	Audiotapes
1	2	3	4	5	Other ______________________________
1	2	3	4	5	Other ______________________________

For each of the materials you believe are highly needed ("5" on the scale), please briefly describe the desired orientation of the materials (e.g., Intermediate textbook: More communicative, more authentic texts included, more grammar, more drills, etc.):

Type of Material: ____

Desired Orientation: ____

Type of Material: ____

Desired Orientation: ____

Type of Material: ____

Desired Orientation: ____

Type of Material: ____

Desired Orientation: ____

Type of Material: ____

Desired Orientation: ____

13. In your judgment, please indicate the three most important **types of materials** which need to be developed **FOR THIS LANGUAGE IN GENERAL**, and indicate their level and degree of current need. For example: "reading texts...advanced...4."

Type of Material (fill in type)	**Level** (circle one)	**Degree of Current Need** **Low................High**
________________	**Beg. Int. Adv.**	**1 2 3 4 5**
Type of Material (fill in type)	**Level** (circle one)	**Degree of Current Need** **Low................High**
________________	**Beg. Int. Adv.**	**1 2 3 4 5**
Type of Material (fill in type)	**Level** (circle one)	**Degree of Current Need** **Low................High**
________________	**Beg. Int. Adv.**	**1 2 3 4 5**

14a. Are you developing instructional materials which could be made available to other institutions? ( ) Yes ( ) No If yes, please describe them briefly.

____

____

14b. Do you know of anyone else who is developing instructional materials for this language?
( ) YES ( ) NO If yes, please provide relevant information such as type of material, name, address, and phone number.

____

15. **OTHER INFORMATION.** Please use the space below and/or a supplementary page to provide any further comments about teaching materials or materials needs you may consider relevant to the LCTL Materials Development Needs Survey.

____

____

____

____

Survey of Materials Development Needs in The Less Commonly Taught Languages

QUESTIONNAIRE FOR NATIONAL RESOURCE CENTERS/ PROGRAM DIRECTORS

Instructions: Please answer each of the following questions by checking the appropriate options or writing in answers as indicated.

1. YOUR NAME (please print)

____

2. INSTITUTION____

3. CENTER / PROGRAM____

PLEASE RETURN THIS QUESTIONNAIRE, TOGETHER WITH THE COMPLETED COURSE REPORTS FROM YOUR FACULTY AND FOR ANY LCTL LANGUAGE THAT YOU TEACH, TO:

Less Commonly Taught Languages Survey
National Foreign Language Resource Center
Georgetown University / Center for Applied Linguistics
1118 22nd Street NW
Washington, D.C. 20037
Attention: Dora Johnson, John T. Clark, Andrea Mola

(202) 429-9292

DEADLINE: MAY 5, 1992

THANK YOU VERY MUCH FOR YOUR ASSISTANCE!

3. Please list each language course in a less commonly taught language (LCTL) taught in your center / program. For the purposes of this survey, LCTLs are all languages other than English, French, German, Italian, Spanish, and Russian.

For each course, please list the title, level, instructor, and indicate frequency of offering (e.g., annually, alternating years or semesters, every semester, upon request, etc.).

If the requested information is more readily available in another, already-prepared form (e.g., departmental file record or university catalog), this may be appended instead.

LANGUAGE	COURSE TITLE	COURSE LEVEL	INSTRUCTOR	FREQUENCY OF OFFERING

4. Do any of the LCTL teaching activities in your center / program involve either of the following? If "Yes," please indicate the course.

( ) YES ( ) NO **Computer-based instruction**

Courses involving this:

____

____

( ) YES ( ) NO **Self-study / self-instruction for credit** (student learns the language independently or in small groups. Teacher involvement limited to occasional assistance, checks on progress, etc.)

Courses involving this:

____

____

5. In your judgment, please indicate the *three most important languages* for which you believe materials need to be developed and identify the type and level of materials. Please also indicate the degree of current need for these materials by selecting a number from 1 (low) to 5 (high) on the scale.

1. LANGUAGE: ______________________________
TYPE OF MATERIAL NEEDED ______________________________
LEVEL OF MATERIAL (circle one) BEG. INT. ADV.
DEGREE OF CURRENT NEED (Low) 1.....2.....3.....4.....5 (High)

2. LANGUAGE: ______________________________
TYPE OF MATERIAL NEEDED ______________________________
LEVEL OF MATERIAL (circle one) BEG. INT. ADV.
DEGREE OF CURRENT NEED (Low) 1.....2.....3.....4.....5 (High)

3. LANGUAGE: ______________________________
TYPE OF MATERIAL NEEDED ______________________________
LEVEL OF MATERIAL (circle one) BEG. INT. ADV.
DEGREE OF CURRENT NEED (Low) 1.....2.....3.....4.....5 (High)

Appendix D

World Area: East Asia
Participating Institutions and Reviewers of Language Reports

Chinese
Brown University
Duke University
Georgetown University
Harvard University
Indiana University
Johns Hopkins University (SAIS)
Kalamazoo College
Michigan State University
New York University
Ohio State University
Stanford University
University of Denver
University of Illinios-Champaign/Urbana
University of Kansas
University of Missouri-St. Louis
University of New Mexico
University of Washington
University of Wisconsin-Milwaukee
Washington University

Reviewers: Joseph C. Kuo, Associate Professor Emeritus at the University of Kansas and James J. Wren, Professor and Co-Chairman of the Department of East Asian Studies at Brown University

Japanese
Brown University
Duke University
Georgetown University
Harvard University
Indiana University
Johns Hopkins University (SAIS)
Kalamazoo College
Marquette University
Michigan State University
New York University
Ohio State University
Stanford University
University of Denver
University of Illinois-Champaign/Urbana
University of Kansas
University of Missouri-St. Louis
University of New Mexico
University of Washington
University of Wisconsin-Milwaukee
Washington University

Reviewers: Steve Rabson, Associate Professor of Brown University and Elaine Gerbert of the University of Kansas

Korean
Duke University
Georgetown University
Indiana University
Ohio State University
Stanford University
University of Denver
University of Illinois-Champaign/Urbana
University of Kansas
University of Missouri-St. Louis
University of Washington

Reviewer: Song-Chul Kim of the University of Washington

Manchu
Georgetown University
Harvard University
Indiana University
University of Washington

Reviewer: Gyorgy Kara of Indiana University, Department of Uralic and Altaic Studies

Mongolian (Khalkha-Mongolian, classical written Mongolian)
Georgetown University
Harvard University
Indiana University
University of Toronto
University of Washington

Reviewer: Gyorgy Kara of Indiana University, Department of Uralic and Altaic Studies

Tibetan
Columbia University
Georgetown University
Indiana University
University of Virginia
University of Washington

Reviewer: William Magee, Assistant Professor at the Namgyal Institute

Appendix D

World Area: Eastern Europe and the Former Soviet Union Participating Institutions and Reviewers of Language Reports

Albanian
University of Chicago
University of North Carolina (Chapel Hill)

Reviewer: Kostas Kazazis of the University of Chicago

Armenian
Brown University
University of California at Los Angeles
University of Michigan (Ann Arbor)
University of Texas at Austin

Azeri
Indiana University
University of Chicago

Bulgarian
George Washington University
Ohio State University
University of California at Los Angeles
University of Illinois at Champaign-Urbana
University of North Carolina (Chapel Hill)
University of Washington

Reviewers: Charles E. Gribble of Ohio State University and Ernest Scatton of the State University of New York at Albany

Czech
Brown University
Columbia University
George Washington University
Harvard University
Indiana University
Ohio State University
University of California at Berkeley
University of California at Los Angeles
University of Illinois at Champaign-Urbana
University of Michigan
University of North Carolina (Chapel Hill)
University of Texas at Austin
University of Washington
University of Wisconsin-Madison
Yale University

Reviewers: Karen von Kunes of Harvard University and Míla Šašková-Pierce of the University of Nebraska at Lincoln

Estonian
Indiana University
University of Washington

Reviewers: Jeff Harlig of Indiana University and Harri Mürk of the University of Toronto

Finnish
Brigham Young University
Columbia University
Indiana University
University of Washington
University of Wisconsin-Madison

Reviewers: Jeff Harlig of Indiana University and Kim Nilsson of the University of Wisconsin-Madison

Georgian
Brown University
Harvard University
Indiana University
University of Chicago
University of North Carolina (Chapel Hill)
University of Washington

Reviewers: Howard Aronson of the Univeristy of Chicago and Dee Ann Holisky of George Mason University

Greek
Brown University
Columbia University
Cornell University
Indiana University
Kalamazoo College
New York University
Ohio State University
Stanford University

Reviewers: Helen Kolias of Cornell University and William F. Wyatt, Jr. of Brown University

Hungarian
Brown University
Columbia University
Indiana University
University of California at Berkeley
University of California at Los Angeles
University of North Carolina (Chapel Hill)

Reviewers: Jeff Harlig of Indiana University and Marianna Birnbaum of the University of California at Los Angeles

Kazak
Indiana University
University of Washington

Kirgiz
Indiana University
University of Washington

Macedonian
Ohio State University
University of Michigan-Ann Arbor
University of North Carolina (Chapel Hill)
University of Washington

Reviewers: Charles E. Gribble of Ohio State University and Ema Stefanova of the University of Michigan-Ann Arbor

Polish
Columbia University
George Washington University
Harvard University
Indiana University
Ohio State University
University of California at Berkeley
University of California at Los Angeles
University of Illinois at Champaign-Urbana
University of Michigan-Ann Arbor
University of North Carolina (Chapel Hill)
University of Pittsburgh
University of Texas at Austin
University of Virginia
University of Washington
University of Wisconsin-Madison
University of Wisconsin-Milwaukee
Yale University

Reviewers: Krystyna Thompson, Waldek Walczynski of the Center for Applied Linguistics

Romanian
Brown University
Indiana University
Ohio State University
University of California at Los Angeles
University of North Carolina (Chapel Hill)
University of Washington

Reviewers: James E. Augerot of the University of Washington and Georgina Farnoaga of the University of California at Los Angeles

Serbo-Croatian
Columbia University
Harvard University
Indiana University
Ohio State University
University of California at Berkeley
University of California at Los Angeles
University of Illinois at Champaign-Urbana
University of Michigan-Ann Arbor
University of North Carolina (Chapel Hill)
University of Pittsburgh
University of Texas at Austin
University of Virginia
University of Washington
University of Wisconsin-Madison
University of Wisconsin-Milwaukee
Yale University

Reviewers: Charles E. Gribble of Ohio State University and Wayles Brown of Cornell University

Slovak
Indiana University
University of North Carolina (Chapel Hill)
University of Pittsburgh
University of Washington

Reviewers: Oscar Swan of the University of Pittsburgh and Tom Skladony

Slovene
Columbia University
Indiana University
Rutgers University
University of Alberta (Edmonton)
University of Kansas

Reviewers: Charles E. Gribble of Ohio State University and Tom Priestley of the University of Alberta at Edmonton

Tatar
Indiana University

University of Washington

Turkmen
Indiana University
University of Chicago

Uygur
Indiana University
University of Washington

Reviewer: Jeff Harlig of Indiana University

Ukrainian
Columbia University
Harvard University
Ohio State University
University of California at Los Angeles
University of Illinois at Champaign-Urbana
University of Michigan
University of Pittsburgh
University of Washington

Reviewers: Robert A. De Lossa of the Ukrainian Research Institute, Harvard University, and Roman Koropeckyj of the University of California at Los Angeles

Uzbek
Columbia University
Harvard University
Indiana University
University of California at Los Angeles
University of Chicago
University of Texas at Austin
University of Washington
University of Wisconsin-Madison

Reviewer: Jeff Harlig of Indiana University

Appendix D

World Area: Latin America and Caribbean
Participating Institutions and Reviewers of Language Reports

Portuguese
Brown University
Indiana University
John Hopkins University
Kansas
Michigan State
New York University
Ohio State University
Princeton
San Diego State University
University of California at Berkeley
University of Connecticut
University of Denver, University College
University of Illinois
University of New Mexico
University of Wisconsin at Madison

Reviewers: Adelaide Davis of the University of Denver, University College and Antonio R. M. Simoes University of Kansas at Lawrence

Haitian Creole
University of Florida
University of Kansas at Lawrence

Reviewers: Bryant C. Freeman of the University of Kansas and C. Theodore of the University of Florida

Quechua
Cornell University
Stanford
University of Illinois at Urbana
University of Wisconsin at Madison

Reviewers: Garland D. Bills of the University of New Mexico and Frank Salomon of the University of Wisconsin at Madison

Appendix D

World Area: Middle East and North Africa Institutions
Participating Institutions and Reviewers of Language Reports

Arabic
Columbia University
Duke University
Johns Hopkins University
Michigan State University
New York University
Ohio State University
Princeton University
Stanford University
University of California at Berkeley
University of Chicago
University of Denver
University of Michigan
University of Texas at Austin
University of Utah
University of Washington
Vanderbilt University
Washington University

Reviewer: Dilworth Parkinson of Brigham Young University

Hebrew
Brown University
Columbia University
Duke University
New York University
Ohio State University
Princeton University
Stanford University
University of California at Berkeley
University of Chicago
University of Denver
University of Michigan
University of Texas at Austin
University of Utah
University of Washington
University of Wisconsin-Milwaukee
Washington University

Reviewer: Ariela Finkelstein of the University of Chicago

Persian
Columbia University
Duke University
New York University
Princeton University
University of California at Berkeley
University of Chicago
University of Michigan
University of Texas at Austin
University of Utah
University of Virginia
University of Washington
Washington University

Reviewer: John Perry of the University of Chicago

Turkish
Columbia University
Cornell University
Indiana University
New York University
Ohio State University
Princeton University
University of California at Berkeley
University of Chicago
University of Illinois-Urbana/Champaign
University of Michigan
University of Texas at Austin
University of Utah
University of Washington
Washington University

Reviewer: James Kelly of the University of Utah

Syriac
Princeton Theological Seminary
(see the Additional Information Section of this report for other institutions teaching Syriac)

Reviewer: Susan Harvey of Brown University

Appendix D

World Area: Northern Europe and Catalonia
Participating Institutions and Reviewers of Language Reports

Catalan
Catholic University of America
Georgetown University
Indiana University
New York University
University of California at Berkeley

Reviewer: Josep Sobrer of Indiana University

Danish
Indiana University
University of California at Berkeley
University of Maryland at College Park
University of Minnesota
University of Washington

Reviewer: Karen Møller-Irving of the University of California at Berkeley

Dutch
Cornell University
Indiana University
Kalamazoo College
Stanford University
University of California at Berkeley

Reviewer: Jeanne van Oosten of the University of California at Berkeley

Irish
University of California at Berkeley
University of Minnesota

Swedish
Brown University
Cornell University
University of California at Berkeley
Unviersity of Denver

Reviewers: Lena Trancik of Cornell University and Eva Allison of the University of Denver

Appendix D

World Area: South Asia
Participating Institutions and Reviewers of Language Reports

Bengali
Columbia University
Cornell University
University of Pennsylvania
University of Washington

Reviewer: Sagaree Sengupta of the University of Texas at Austin

Gujarati
University of Pennsylvania

Hindi/Urdu
Brown University
Columbia University
Cornell University
Duke University
University of California at Berkeley
Stanford University
University of Chicago
University of Pennsylvania
University of Virginia
University of Washington

Reviewer: Fran W. Pritchett of Columbia University

Marathi
Charleton College
University of Pennsylvania

Reviewer: Rajeshwari Pandharipande of the University of Illinois at Urbana-Champaign

Nepali
Columbia University
Cornell University
University of Pennsylvania
University of Texas at Austin
University of Wisconsin at Madison

Reviewers: Manindra K. Verma of the University of Wisconsin at Madison and Shambu Oja of Cornell University

Pashto
Center for Applied Linguistics
University of Pennsylvania

Reviewer: Barbara Robson of the Center for Applied Linguistics

Punjabi
Columbia University
University of Pennsylvania

Reviewer: Gurinder Singh Mann of Columbia University

Sinhala
Cornell University
University of Texas at Arlington

Reviewer: James W. Gair of Cornell University

Tamil
Cornell University
Stanford University
University of California at Berkeley
University of Pennsylvania
University of Washington at Seattle

Reviewers: J. Neethivanan of the University of Pennsylvania and Harold F. Schiffman of the University of Washington at Seattle

Appendix D

World Area: Southeast Asia and Pacific Islands
Participating Institutions and Reviewers of Language Reports

Burmese
Cornell University
John Hopkins University
University of Hawaii at Manoa
University of Oregon

Reviewers: Scott DeLancey of the University of Oregon and F.K. Lehman of the University of Illinois at Urbana-Champaign

Indonesian
Arizona State University
Cornell University
John Hopkins University
Stanford University
University of California at Berkeley
University of Hawaii at Manoa
University of Oregon
University of Washington at Seattle
University of Wisconsin at Madison

Reviewers: Damayanti K. Burke of Stanford University and Thomas J. Hudak Arizona State University

Ilokano
University of Hawaii at Manoa

Khmer
Cornell University
University of Hawaii at Manoa
University of Washington

Lao
University of Hawaii at Manoa

Tagalog
Cornell University
University of Hawaii at Manoa
Stanford University
University of Wisconsin-Madison

Reviewer: Maria-Monita A. Manalo of the University of Wisconsin at Madison

Thai
Arizona State University
Cornell University
John Hopkins University
FSI School of Language Studies
Northern Illinois University
Stanford University
University of California at Berkeley
University of Hawaii at Manoa
University of Oregon
University of Washington at Seattle
University of Wisconsin at Madison

Reviewer: Jan R. Weisman of the University of California at Berkeley

Vietnamese
Arizona State University
Cornell University
Harvard University
University of Hawaii at Manoa
University of Oregon
University of Washington at Seattle

Appendix D

World Area: Sub-Saharan Africa
Participating Institutions and Reviewers of Language Reports

Acholi
Michigan State University

Akan (Asante Twi, Akuapem Twi, Fante)
Michigan State University
University of Florida

Amharic
Michigan State University

Mande languages (Bambara/Mandika)
Boston University
Cornell University
Indiana University
Michigan State University
Stanford University

Chichewa
Indiana University

Ewe
Cornell University
University of California at Los Angeles

Fulfulde
Michigan State University
University of California at Los Angeles

Hausa
Boston University
Indiana University
Michigan State University
Ohio State University
Stanford University
University of California at Los Angeles
University of Kansas
University of Wisconsin at Madison

Reviewer: Will Leben of Stanford University

Igbo
Michigan State University
University of California at Los Angeles

Kpelle
Michigan State University

Krio
Michigan State University
University of Wisconsin at Madison

Luganda
Michigan State University

Mende
Michigan State University

Oromo
Michigan State University

Setswana
Boston University
Brown University

Swahili
Boston University
Cornell University
Duke University
Indiana University
Michigan State University
Ohio State University
Stanford University
University of California at Los Angeles
University of Kansas
University of Wisconsin at Madison

Reviewer: Robert Botne of Indiana University

Temne
University of Wisconsin at Madison
Michigan State University

West African Pidgin English
Michigan State University

Wolof
University of California at Los Angeles
University of Kansas
University of Wisconsin at Madison

Yoruba
Boston University
Cornell University
Michigan State University
Ohio State University
Stanford University
University of Wisconsin at Madison

Reviewers: Alamin Mazrui and Lupenga Mphande of Ohio State University

Zulu
Boston University
Cornell University
Ohio State University
Stanford University
University of California at Los Angelas
University of Wisconsin at Madison

Reviewers: Alamin Mazrui and Lupenga Mphande of Ohio State University